I. COURSE DESCRIPTION

Principles, practices and applied procedures in the development of leadership skills in kinesiology-related environments.

II. RATIONALE

This course is designed to give future leaders and/or administrators the skills and knowledge to become a more effective leader.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES

N/A

V. COURSE OBJECTIVES/LEARNING OUTCOMES

Given lectures, discussions, individual projects, group discussions, and research the student will be able to:

1. Demonstrate knowledge of the current terminology and issues associated with Maxwell’s 21 Irrefutable Laws of Leadership.
2. Demonstrate knowledge of the issues associated with Lencioni’s “The Five Dysfunctions of a Team.”
3. Demonstrate knowledge of the issues associated with Useem’s “The Go Point.”
4. Identify personal strengths and weaknesses in relation to the student’s leadership potential through “Strengths Finder” software analysis program.

5. Class Leadership (Professional Dispositions) – beyond the content knowledge of this course as well as what is gleaned through the guest speakers students are expected to exhibit and will be evaluated on the professional dispositions. These behaviors will be assessed during and over the course of the semester and directly impact the students grade in relation to ‘Class Leadership’ on the grading rubric.

Please prepare for such interaction to exhibit and employ the qualities in your character and learning attitude to:

a. **D1** - Become and remain a continuous active participant (‘present’ in every sense) in all class discussions with class members, the teacher and visiting guests. This is evaluated by your ability to assist in raising and progressing discussions and analysis of the content delivered.

b. **D2** - Prepare in advance, the necessary reading, notes and thought, which will be determined by the caliber and depth of the questions in verbal and/or written discussions and assignments.

c. **D3** - To submit quality papers. Quality will be assessed in relation to the following criteria:
   i. Submitted on time.
   ii. Formatted in a professional way which is identified with each assignment.
   iii. Points of view are supported by rationales and cited with evidence when appropriate (see Appendix).
   iv. Beyond being ‘spell-checked’ and ‘grammar-checked’ papers should be peer-reviewed prior to final submission. Each paper should have a brief statement about who reviewed the paper as well as a signature by the reviewer below that statement to verify their input. Students are encouraged to seek input from more than one source. Assignments that require peer reviews are Strengths Finder, LOLAS, Book Reports and the Leadership Philosophy. Regardless of the quality of an assignment students will lose points if their paper is not peer reviewed. After one assignment is submitted that isn’t peer reviewed no subsequent assignment will be received for credit.

d. **D4** - To exercise your own opinion and state this with confidence and supported clarity. Therefore, beyond the verbalizing of an opinion a student must identify how they arrived at their position be it in concordance with general thought or contra current views, and how you support your opinion to lend credence of that perspective.

e. **D5** - To provide and receive critique in a calm and collective manner as to forward the progress and critical thought process of the class. This will be demonstrated by the respect and grace you give to each interaction.

**Evaluation of Class Leadership (Professional Dispositions)**

The instructor will read assignments and observe each student to evaluate how they address the dispositions in each class and the week. I will keep a rubric that contains all five dispositions and take notes during class on which students get involved and to what level. On writing assignments I give feedback on areas of concern. Each subsequent week and assignments I look for ‘marked’ improvement if a student has underdeveloped areas. Students that show continued improvement and are obviously addressing the dispositions typically would obtain maximum credit in the Class Leadership evaluation.

**VI. COURSE TOPICS**

Major topics of discussion are:

1. Maxwell’s 21 Irrefutable Laws of Leadership
2. Lencioni’s “The Five Dysfunctions of a Team”
3. Useem’s “The Go Point”
4. Philosophical Perspectives of Administration
5. Professional Dispositions

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations and presentations; guided discovery; lab exercise)
C. Web-based research and instruction (e.g. Webquests, assignments)

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:
A. Requirements and point values. The total number of assignments in categories 1-5 is tentative. Therefore, the point values listed below may vary.
   1. Strengths Finder Assignment 25
   2. LOLAS 7 @ 30 210
   3. Guest Speaker Abstracts 10-16 @ 10 points 160
   4. Book Reviews 2 @ 50 100
   5. Class/Web Assignments 2-4 @ 10-20 points 80
   6. Leadership Philosophy Assignment 25
   7. Class Leadership (Professional Dispositions) 100
   8. Final Test 25 725

B. Grading Scale:
   90-100% = A
   80-89% = B
   70-79% = C

C. All major assignments/products must be completed in a passing form (70% or better) regardless if points are awarded or not. For example, if a student misses a deadline that is beyond the limit where credit will be given (24 hours from original due date) they are still required to submit the product and be graded as satisfactory. Thus, if a student is missing a major assignment at the end of the semester they will receive a grade of ‘incomplete’ that will not change until the submission and satisfactory grade is awarded. Major assignments include LOLAS, Book Reviews, Strengths Finder, Leadership Philosophy and Final test.

IX. COURSE SCHEDULE AND POLICIES

Day (Classes meet twice a week from 12:00 – 3:45)

Please view Black Board Calendar for due dates.

1/10 Introduction; Review Syllabus and Requirements; Intro Leadership; Strengths Finder Codes; Philosophy Statements

1/12 Review Chapter 1 of LOLAS 1;

1/17 LOLAS 1;
Mutual Respect
It is an expectation in this course that all individuals (e.g. professor, students, & guest speakers) treat each other in a respectful fashion. I set the bar extremely high for myself and ask you to do the same, not only in this course, but also in all of your educational pursuits at this university. Also, I will never talk to someone while a student is speaking (e.g. presentation, making a point) and expect all students to extend that courtesy to all individuals in this class. Finally, when I attend class I will leave my cell phone in the office, turn it off, or put it on “vibrate” prior to coming into the room. Students are expected to follow this example.

Assignments
1. All papers should be completed in a professional manner.
2. Unless specified by the instructor, all assignments should be done individually and not with the aid of another student.
3. Late assignments are assessed a 20% penalty. After five o’clock the day after the due date assignments will be accepted, but no ‘point value’ credit is awarded. However, the student is credited with completing the assignment which is a requirement for several.
4. Grading of papers/assignments is assessed by the following criterion:
   a. Minimum requirements met = 40%
   b. Quality of the content (See Disposition 3) = 40%
   c. Professionally prepared = 20%

Attendance
Attendance is required and expected due to the ‘discussion’ and ‘discourse’ nature of this course which effect professional dispositions (Class Leadership). Students should handle all absences in a professional/workplace manner. Regardless of the reason, students are responsible for all material, assignments and expectations of each class.

Cell Phones, Musical Technology, and other Non-class Related Equipment
(See Mutual Respect)

X. TEXTBOOK
XI. BIBLIOGRAPHY


XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.
Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
**Strengths Finder Assignment**

**Assignment**
1. Prior to taking the inventory read the definitions of the 34 themes.
2. Based on what you read and your self-awareness of strengths related to those themes identify the five you believe you are most aligned with. Briefly describe ‘why’ you believe this to be true.
3. Utilizing the codes given in your book take the Strengths Finder Inventory.
4. Read the five sections that explain what makes you stand out in those five themes.
5. Answer the two common questions that appear at the bottom of each section. Be sure to use your higher order reasoning to make your case even though the questions do not specifically ask for them.
6. Write a section where you compare your original list to the actual list created by the inventory. In this section at a minimum discuss the following: 1) How well did you do in your original choices? Meaning how many did you get correct and did you appear to know yourself well? 2) What surprised you about the second list of themes as compared to the first? 3) Why do you think your list was different or the same?

**Requisites (See sample on next page)**
1. Must be typed using a ‘Word’ document.
2. Use 12-point ‘Times New Roman’ font.
3. Do not use a Title Page. Put your name, class, assignment, and date in the top right-hand corner of your report.
4. Use single spacing.
5. Submit your Strengths Finder Assignment as an ‘attachment’ via Blackboard e-mail.
6. Deadlines: see Blackboard Calendar
Pre-Inventory Self-Assessment of Strengths
Narrative here identifying the five strengths you believe you have and why.

Questions Concerning Each Strength
Communication:
1. The things that stood out to me about this identified strength were…………I felt this way because……..Furthermore, …………..
2. I would like other to see……………..This is important to me because…………

Woo:
1. Yada, yada, yada…..
2. Yada, yada, yada……

Comparison and Contrast of Original and Final Strength Lists
Narrative

Peer Reviewer Statement and Signature
**Book Reviews**

**Book Reading List**
The Five Dysfunctions of a Team (Lencioni)
The Go Point (Useem)

**Requirements for Each Review**
1. Read the entire book.
2. Explain the general theme of the book.
3. Define a minimum of ten ‘key words’ and/or phrases that stem from the theme and/or key elements of the book. Also explain their relevance to the theme of the book.
4. Identify and explain the three most poignant leadership lessons you gleaned from this book. Be sure to include your rationales of ‘why’ you believe these to be so powerful.
5. Identify and explain the least poignant leadership lesson you gleaned from this book (same as #4).
6. Identifies specific ways this book could influence your leadership.
7. Identify and explain why you would recommend or not recommend this book for the reading list of this course for future students. Be honest.
8. After completing sections 1-7 interview a fellow classmate and share what you thought was the ‘most’ poignant and ‘least’ poignant lessons from your perspective. Be sure to explain the ‘why’ of your position to your classmate. After visiting address whether or not there was congruency or not between your perspectives and explain that in narrative form. Also identify if after visiting with them on their perspective if you would change #4 and #5 and explain why.

**Specifics of Actual Review (see sample below)**
7. Must be typed using a ‘Word’ document.
9. Do not use a Title Page. Put your name, class, assignment, and date in the top right-hand corner of your report and the book title and author at the center of the page (see following example).
10. Use single spacing.
11. Submit book review as an ‘attachment’ via Blackboard e-mail.
12. Deadlines: see Blackboard Calendar
The Go Point

Michael Useem

General Theme
Narrative

Key Words and Phrases
1. Go Point: According to the author a person’s ‘Go Point’ is………………………..This is important because……I can see how this may…….
2. Action = Reaction: Useem demonstrates the action = reaction perspective by…………….However, in an actual work environment I disagree that…….

Three Poignant Lessons
Narrative

Least Usable Lesson
Narrative

Leadership Influence
Narrative

Recommendation
Narrative

Peer Reviewer Statement and Signature
Laws of Leadership Assignments (L.O.L.AS.)

Requirements for each LOLAS
1. Must be typed using a ‘Word’ document.
2. Use 12-point ‘Times New Roman’ font
3. Use single line spacing
4. LOLAS are comprised of three chapters (see chart below).
5. LOLAS should be submitted via attachment using Blackboard email. (Deadline: see calendar).
6. All responses should be graduate level-responses:
   a. No IM-Speak, and abbreviated words or phrases (e.g. w/, ASAP, gal.) unless it is something that is used in the text of the chapter.
   b. Use complete sentences, proper grammar and punctuation.
   c. I suggest using the Spell/Grammar check of your word processing program.
   d. When asked to explain or asked why use higher order responses in lieu of lower order responses.
      Example: How has this leader’s “lid” affected the organization?”  
      Lower Order Response: “He made the company better.”  
      Higher Order Response: He improved the organization by making use of his employees’ strengths. This was best exemplified when he delegated some of his responsibilities like bookkeeping to workers who possessed a skill set in that area (e.g. worker who was great at math) that was superior to his abilities. This freed up his time to focus on other business-related problems he was best prepared to deal with.
   e. However, even with ‘lower order’ questions a strong graduate response should include support to make your case. Example: Whom do you admire in your profession or area of service?  
      Terrible Response: “Abraham Lincoln.”  
      Poor response: “I admire Abraham Lincoln.”  
      Obviously, an appropriate response would include the ‘why’ of your response and/or an example of something he did that illustrates ‘why’ you admire him.
7. Follow the steps of each chapter (Read, Observe, Learn, Discuss, Apply, Take Action)
8. Read – read this introductory section in preparation for the remaining areas of the chapter.
9. Observe – write and answer all questions in this portion of the chapter.
10. Learn – read the final portion in the “Learn” section of each chapter.
11. Discuss – answer all pre-selected questions from the “Discuss” section for each chapter (see chart below).

LOLAS 1: C1 – Q6, 7, & 8; C2 – Q1, 3 & 5; C3 – Q2, 3, & 5
LOLAS 2: C4 – Q2, 3 & 4; C5 – Q2, 3, & 5; C6 – Q2, 5, &7
LOLAS 3: C7 –Q1, 4, & 7; C8 – Q2, 4, & 5; C9 – Q1, 4, & 7
LOLAS 4: C10 – Q2, 3, & 7; C11 – Q1, 2, & 3; C12 – Q2, 4, & 5
LOLAS 5: C13 – Q1, 3, & 4; C14 – Q3, 4, & 6; C15 – Q3, 4, & 6
LOLAS 6: C16 – Q3, 5, & 6; C17 – Q1, 3, & 4; C18 – Q2, 3, & 6
LOLAS 7: C19 – Q2, 3, & 5; C20 – Q3, 4, & 6; C21 – Q4, 5, & 7

Legend : C = Chapter ; Q = question

12. Apply -.Complete the identified application activities (see chart below). In your LOLAS narrative in this section write out what you did including questions asked, self-evaluations, peer/friend/family/mentor evaluations and any other requirements of the task.

LOLAS 1: C1 – A3; C2 – A2; C3 – A1
LOLAS 2: C4 – A1 ; C5 – A2; C6 – A1
LOLAS 3: C7 –A2; C8 – A2; C9 – A1
LOLAS 4: C10 – A1; C11 – A1; C12 – A2
LOLAS 5: C13 – A1; C14 – A1; C15 – A2
LOLAS 6: C16 – A1; C17 – A1; C18 – A1
LOLAS 7: C19 – A2; C20 – A1; C21 – A1

Legend : C = Chapter ; A = application activity
13. **Take Action** – from the three assigned chapters choose **one** “Take Action” activity. Complete the activity and provide your information in your document. The last segment of each LOLAS should be your choice of ‘action’.

14. Documents must follow the format of the sample given. Be reminded this example is to lead you in your formatting only and is **not** a complete, graduate student response type of assignment. Also, since the “Read” and “Learn” segments are reading portions of these assignments they should not be included in your LOLAS. Therefore, for each chapter in the LOLAS the Observe, Discuss and Apply steps must be included. The **last** segment that is included in the LOLAS is the “Take Action” step (see above and sample LOLAS).
Chapter 1 – The Law of the Lid

Observe:
1. Give two examples of steps Ray Kroc took to build the franchise business that the McDonald brothers didn’t take.
   a. Mr. Kroc used soy burgers instead of real beef thus……...
   b. Mr. Kroc………….This was problematic because…….
2. How did these…………………
   a. Yada, yada, yada…

Discuss:
1. Describe signs indicating that a leader has hit his or her lid?
   a. Yada, yada, yada…

Apply:
1. My major goals are……….Of these goals the ones that will most need participation from……

Chapter 2 – The Law of Influence
Ditto Chapter I

Chapter 3 – The Law of Process
Ditto Chapter I & II

The last portion of each LOLAS beyond the peer review should be the ‘Take Action’ step you chose from the three chapters. Each chapter has one and the student picks which one most interests them. This is totally the student’s choice and should be labeled as shown below. Remember, you only need to complete one Take Action activity.

Take Action from Chapter 1
1. When did you first see yourself as a leader?
   a. Yada, yada, yada…
2. What do you think...
   a. Yada, yada, yada…
   b. ………..

Peer Reviewer Statement and Signature
Guest Speaker Abstracts

Requirements for Abstracts
1. The abstract should be done in narrative form.
2. Submit your abstract via Blackboard Announcements. This is necessary as I want other students to be able to read your posts. Also, there may be the occasion you have an assignment that requires reading another student or students postings.
3. I would strongly recommend that you complete your narrative using a word processing program and then ‘copy and paste’ your abstract to your posting.
4. DO NOT submit your abstract as an attached ‘word’ document.
5. Deadline for each abstract is 11pm the day after the presentation. Therefore, an abstract for a speaker on Tuesday should be submitted by 11pm on Wednesday.

Abstract Content
1. Name of speaker and their title.
2. Identify the speaker’s best leadership attribute by what you observed.
3. Based on what you observed, if you were working for this speaker what would concern you the most about their leadership?
4. Identify the two major points the speaker made you feel are the most relevant in terms of your perspective/philosophy on leadership and explain why you feel this way.
5. If you had a chance to interview the speaker privately what two questions would you want answered?