Course Overview and Objectives
The goal of this course is to help you continue to develop your leadership and career potential. Being an effective leader in any organization will require individuals to be self-aware, as well as to understand how they impact the world around them. Mounting evidence suggests that a significant determinant of leadership effectiveness is having an accurate perception of one’s own behavior (e.g., decision-making tendencies, approaches to resolving conflict, motivational effectiveness, etc.). One major objective for the course, then, is to help you reflect more about your own leadership behaviors and then apply this knowledge to your future goals.

Course Learning Outcomes
1. Compare leadership theories and identify how to apply these theories in academic and professional settings.
2. Explore individual leadership styles and develop an understanding of how to build successful relationships based upon those leadership styles.
3. Develop greater self-awareness and an initial action plan for how to further to set yourself up for greater success in your career.

Required Readings to Purchase

*You will also be required to participate in an online StrengthsFinder Assessment and Motivators Assessment. Access to these assessments should come with the purchase of the required books as long as you have not purchased used books. Please purchase new copies of these books to ensure you get access to the assessments. You may purchase a used copy of *Grit, Heroic Leadership, and Outliers.*

Required Reading Available Online

Required Video
1. Video: Science of Inclusion (10 min):
   Available at: https://www.youtube.com/watch?v=SS7ID8VClko
Required Readings Provided by Instructor

Assignments
• Readings: As this class does not meet in person, there is a significant amount of reading required of each student – more than a usual 1-credit course. It will be essential to complete this reading in order to provide thoughtful and detailed Weekly Reflections and Final Paper.
• Weekly Reflections: Submit a weekly reflection during weeks 1-4 based upon the reflection questions. Reflections should be: 3 pages double spaced, Times New Roman 12pt. font, 1 inch margins.
• Assessment Worksheets: Complete a worksheet for each of the two assessments. See details below under “Week 4 - Understanding Your Leadership Style & Motivators.”
• Final Paper: Submit a paper applying what was learned about leadership in the readings during weeks 1-3 to what you learned about yourself in week 4. What type of leader do you want to be? What leadership theories speak to your style of leadership (references should be made to the leadership articles read in week one)? How will your leadership style impact your future success? What other factors will impact your future success? What strengths and motivators reflect your leadership approach? How does what you learned specifically apply to your career aspirations, both in terms of the work you want to do and the types of firms where you aspire to work? Paper should be: 6 pages double spaced, Times New Roman 12pt. font, 1 inch margins.

Course Grading
• Weekly Reflection submissions (Weeks 1-4): 40% (10% each)
• Assessment Worksheets: 20% (10% each)
• Paper: 40%

Assignment Due Dates
Weekly Reflection 1 Wednesday, May 27, 12:00pm EST
Weekly Reflection 2 Wednesday, June 3, 12:00pm EST
Weekly Reflection 3 Wednesday, June 10, 12:00pm EST
Assessment Results Wednesday, June 17, 12:00pm EST
Assessment Worksheets Wednesday, June 17, 12:00pm EST
Weekly Reflection 4 Wednesday, June 17, 12:00pm EST
Final Paper Wednesday, June 24, 12:00pm EST
Assignment Submission Guidelines

- Email all assignments to jason@fordham.edu as word documents (assessment results may be PDF). All assignments should include proper citations, if applicable.
- As this course has no in-person or synchronous meetings, assignment submissions will be a reflection of student commitment and participation. Therefore, assignments submitted late will receive reduced credit as follows: 50% deduction if submitted within 24 hours late. Assignments submitted after 24 hours late will receive zero credit (full or partial).
- No extra credit will be offered.

Additional Notes:

Academic Integrity
I believe in the integrity of your character. I do not expect students to have issues in the areas of plagiarism, cheating, falsification, unapproved collaboration, etc. In the event that you prove my expectations wrong, I will proceed with sanctions per the Fordham University policy on academic integrity. If you violate the policy, the minimum consequence will F on the assignment, potentially an F in the course. Please do not prove me wrong about your integrity!

Academic Accommodations
Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (RH -OH Hall, Lower Level, x0655).

Week by Week Schedule

Week 1 – Introduction to Leadership
Outcome: Overview of leadership theory and learn about leadership grounded in Jesuit values to gain integrated perspectives on decision-making, problem solving, and team building.

Reading(s):
2. READ CHAPTER 12 ONLY: Robbins, Stephen P. and Judge, Timothy A. (2013). Organizational Behavior (15 ed.). Pearson. (see free online link above)

Journal reflection questions:
- How can understanding leadership and having a greater sense of self positively contribute to your business education?
- What leadership theories most resonated with you?
- Consider how each of the four characteristics written about by Lowney are a part of your current leadership style. How are they apparent? Should any be strengthened? How?

Due this week:
Weekly Reflection 1
Week 2 – Leadership and Success

**Outcome:** Learn about examples of leadership success through current research and examples.

**Reading(s):**

**Journal reflection questions:**
- What in these books stuck with you? Why?
- Duckworth’s formula for achievement is that talent combined with effort equals skill and skill combined with effort equals achievement, meaning that effort counts twice. Does this resonate with you? Can you think of any examples of this formula in your own life?
- Duckworth identifies four characteristics that particularly gritty people tend to have: interest, capacity to practice, a sense of purpose, and hope. Can you think of any examples from your own life when you have or haven’t exhibited these qualities?
- Considering Gladwell’s reading, what advantages have you benefited from? Why haven’t they been enough to catapult you to be an outlier; or, if you consider yourself an outlier, to what do you attribute your success?
- Reflect upon the importance of opportunity to the success of outliers according to Gladwell. What unusual and/or extraordinary opportunities did you have?

**Due this week:**
Weekly Reflection 2

Week 3 – Leadership Biases and Decision-Making

**Outcome:** Assess leadership decision-making biases and understand how they impact a team.

**Reading(s)/Video:**
3. WATCH ENTIRE VIDEO: Science of Inclusion: Available at: https://www.youtube.com/watch?v=SS7ID8VClko

**Journal reflection questions:**
- Reflect on a time when your leadership or decision-making was clouded by biases? What were they and what did you learn from the experience?
- What are ways you can adapt your biases to take a more objective approach to leadership?
- How can leadership and decision-making biases negatively impact the classroom and work environment? How can you address these biases when they are apparent to you?

**Due this week:**
Weekly Reflection 3
Week 4 – Understanding Your Leadership Style & Motivators

Outcome: Develop a better understanding of your personal leadership style and how to foster leadership growth on a regular basis.

Reading(s):
   - Read Chapters 1-2. Take the assessment. Read Chapters 3-7, the Book Summary, and the Toolkit (in Toolkit, read only the three identity guides for your top three identities, which you will learn after taking the assessment).
   - Read Part I. Take the assessment. In Part II, read only the five sections related to your top five strengths.

Assessments:
1. StrengthsFinder: Begin Reading StrengthsFinder 2.0. After reading Part I, complete your own personal strengths assessment (access the assessment using the code available in the book) and email results to jason@fordham.edu. Instructions will be provided in the book. After completing the assessment, finish reading StrengthsFinder 2.0. See more detailed reading instructions above.
2. Motivator Assessment: Begin reading What Motivates Me. After reading Chapters 1 and 2, complete your own personal motivators assessment (access the assessment using the code available in the book) and email the results to jason@fordham.edu. Instructions will be provided in the book. After completing the assessment, finish reading What Motivates Me. See more detailed reading instructions above.

Assessment Worksheets:
- StrengthsFinder: Complete the following: Review the Strength-Based Action Plan provided after you complete the assessment. Apply this Action Plan to yourself in 2 pages double spaced, Times New Roman 12pt. font, 1 inch margins.
- What Motivates Me: Complete the following: Chapter 4: Exercises 1-4 (all parts). Complete all exercises in a word document taking as much space as you need.

Journal reflection questions:
- What are your thoughts about the outcomes, specifically and in general?
- What outcomes of your leadership and motivators assessment surprised you the most? What strengths did you expect to have that were not listed? What motivators did you expect to have that were not listed? What strengths did you not expect that appeared? What motivators did you not expect that appeared?
- How have you worked to develop your strengths while in college?
- How do your strengths and motivators relate to your post-college career plans?

Due this week:
StrengthsFinder Assessment
What Motivates Me Assessment
StrengthsFinder Assessment Worksheet
What Motivates Me Assessment Worksheet
Weekly Reflection 4
Week 5 – Bringing it all together

**Outcome:** Connect all you have learned about leadership theories, Jesuit values, and yourself.

**Reading(s):**
1. None

**Due this week:**
Final Paper (see details above)