Syllabus for
HONR 201—Principles of Leadership
MGT 443—Executive Leadership Development
3 Credit Hours
Fall 2018

I.   COURSE DESCRIPTION

An overview of the art and science of leadership and leadership development. Examines research-based models of interdisciplinary leadership and leadership development through reading, reflection, interaction, collaboration, teamwork, and problem-solving. Emphasis is placed on general leadership development. (This course substitutes for the social sciences elective for general education.)
Prerequisites: Honors Fellow or Scholar standing

II.   COURSE GOALS

A.   This course explores the fundamental body of interdisciplinary leadership theory and provides the foundations upon which additional theoretical, practical, and personal development can expand in a theoretically informed, biblically sensitive manner consistent with the fundamental philosophy of ORU.

B.   The purpose of this course is to enable the student to do the following:
1.   Contribute to the education of the whole person.
2.   Encourage each student to place faith in Jesus Christ at the center of his or her life.
3.   Encourage the synthesis and integration of the common bond of knowledge provided by the University into a unified whole.
4.   Sharpen the communication, computation, and critical analysis skills of each student.
5.   Develop appreciation for differing cultures.
6.   Increase the student's recognition of God's order, diversity, creativity, and their consequences in the social and historical sciences.
7.   Demonstrate that knowledge and experience are related, not separated.
8.   Assist the student's development of basic skills, acquiring of basic knowledge, and formulation of a world vision.
9.   Advocate for the examination of this field of knowledge in the context of its influence upon and its being influenced by others.
10.   Promote the continuing process of study in and support active participation in activities conducive to good health.

C.   This course is designed to prepare the student to respond strategically and creatively to leadership opportunities. In particular, a primary objective is to add leadership skills and experience to the student's broadly based expertise preparing him or her to enter the professional arena with a high level of preparedness and competence.

D.   In line with the departmental objectives, this course seeks to prepare the student in the following areas:
1.   Critical thinking (skills in reasoning, objectivity, analysis, interpretation, research, or decision making relevant to the discipline).

2. Communication (abilities in areas such as written, oral, and nonverbal communication; group process; information technology and/or media production).
2. Broad interpretation of the dynamics of leadership within the social and professional context.
3. Internalization of Christian ethics and professionalism.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

A.   Describe the distinctives of the art and science of leadership.

B.   Demonstrate understanding of leadership theory.

C.   Exhibit progress in the ongoing process of personal leadership development.

D.   Exercise skill (competencies) in addressing specific leadership challenges, both orally and in writing.

E.   Demonstrate increased awareness of his or her own leadership style in class, both orally and in writing.

F.   Collaborate more intentionally with the Holy Spirit and others in the leadership process.

G.   Complete assessments to increase his or her awareness of his or her personal leadership style. The student will interpret and integrate the information from these sources into a written description of his or her current leadership style.

IV.   TEXTBOOKS

Required Materials:
Kouzes, J. & Posner, B. (2012). The Leadership Challenge: How to Make Extraordinary Things Happen In Organizations (5th Edition). California: Jossey-Bass. ISBN: 978-0-4706-5172-8.

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.

3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5.	Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
   a.	All students must complete verification of a minimum of 12 hours of community service to the instructor of this course. Students having already completed this verification in another social science elective will submit a one-page reflection paper about that experience.
   b.	Artifacts not submitted or incorrectly submitted receive a zero for that assignment.

B.	Course Policies and Procedures
   1.	Evaluation Procedures:
      a.	Percentage allocated

Book Group	20%
Group Presentation	20%
Interview Project	20%
Self-Assessment Paper	20%
Midterm	20%
Total Points Possible	100%

      b.	Grading scale:
         A=90%
         B=80%
         C=70%
         D=60%
         F=Below 60%

   2.	Whole Person Assessment Requirements
      a.	The written reflection of the self-assessment paper will be assessed for the student's ePortfolio. The guidelines and assessment rubric can be found in the General Education Whole Person Assessment Handbook under "Leadership Project".
      b.	Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

IV. **COURSE CALENDAR**

Week	Monday	Wednesday	Friday
Aug 18			Introduction Day
1 Aug 21, 23, 25	Defining Leadership	Assign Leadership Challenge Group Presentation & Interview Project	Leadership Challenge Groups
2 Aug 28, 30, Sept 1	**Leader-Centric Theories**	**Leader-Centric Theories**	Leadership Challenge Groups
3 Sept 4, 6, 8	**LABOR DAY**	**Member-Centric Theories**	Leadership Challenge Groups
4 Sept 11, 13, 15	**Member-Centric Theories**	**Strengths Based Leadership**	Leadership Challenge Groups
5 Sept 18, 20, 22	**Strengths Based Leadership**	**Situational Leadership**	Leadership Challenge Groups
6 Sept 25, 27, 29	**Transformational Leadership**	**Transformational Leadership**	Leadership Challenge Groups
7 Oct 2, 4, 6	The Leadership Challenge: **Model The Way** Group 1	The Leadership Challenge: **Inspire A Shared Vision** Group 2	The Leadership Challenge: **Challenge The Process** Group 3
8 Oct 9, 11, 13	The Leadership Challenge: **Enable Others to Act** Group 4	The Leadership Challenge: **Encourage The Heart** Group 5	Interviewing Project
Oct 14-22	**FALL BREAK**	**FALL BREAK**	**FALL BREAK**
9 Oct 23, 25, 27	Assign Book Group: Leadership Biography	**Leading The Generations**: Examination of Generational Diversity and Leadership Style	Book Groups
10 Oct 30 Nov 1, 3	**Guest Speaker** Julie Thornton, Paragon Films Corporate Case Study: How to incorporate a culture of love at work	Case Study Discussion ***Interviewing Project Due**	Book Groups
11 Nov 6, 8, 10	**Conflict Resolution Workshop**: How to lead through conflict	**Guest Speaker** Ossie Mills, ORU EVP	Book Groups
12 Nov 13, 15, 17	**Guest Speaker** Arthur Greeno, Chik-Fil-A	Discussion	Book Groups
13 Nov 20, 22, 24	Special Guest Speaker TBA	**THANKSGIVING BREAK**	**THANKSGIVING BREAK**
14 Nov 27, 29 Dec 1	Book Group Presentations	Book Group Presentations	Book Group Presentations
15 Dec 4, 6, 8	Class Debrief	***Self-assessment Paper Due**	
16	**FINALS WEEK**	**FINALS WEEK**	**FINALS WEEK**

Course Inventory for ORU's Student Learning Outcomes
HONR 201—Principles of Leadership
MGT 443 – Executive Leadership Development
Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment. **No Contribution** – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1 **Outcome #1 – Spiritually Alive** Proficiencies/Capacities				
1A Biblical literacy		X		
1B Spiritual Formation		X		

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
2 **Outcome #2 – Intellectually Alert** Proficiencies/Capacities				
2A Critical thinking, creativity, and aesthetics	X			
2B Global & historical perspectives	X	X		
2C Information literacy	X			
2D Knowledge of the physical and natural world		X		

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
3 **Outcome #3 – Physically Disciplined** Proficiencies/Capacities				
3A Healthy lifestyle			X	
3B Physically disciplined lifestyle			X	

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
4 **Outcome #4 – Socially Adept** Proficiencies/Capacities				
4A Ethical reasoning and behavior	X			
4B Intercultural knowledge and engagement	X			
4C Written and Oral Communication	X			
4D Leadership capacity	X			