

Indiana State University
General Honors 101
Fall 2022

When it is your turn...

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Office Hours: usually 9am-3pm daily

Class Time:

Location:

The course description

This is an Honor's course devoted to the concept of leadership. Students will be engaged in conversations about what leadership is, the various leadership styles used, and how various situations influence the opportunity to lead – *when it is your turn*. We will read and discuss informative books, invite local leaders to participate in discussions, visit leaders engaged in leadership, journal thoughts, analyze actions past leaders have taken, and come to an understanding of your current leadership style.

Why take this course?

Leadership is a term that is used in so many contexts and orations that it has lost some meaning. Leadership has become a generic concept that is used to capture the essence of success and explain failures. The notion of whether anything will succeed or not seems to be a matter of leadership, especially by *effective* leaders. Leadership is far more complex than someone telling others what to do. We need leaders for the future who understand what leadership is, what it is not, and how to identify when someone else is doing it wrong. I hope the following objectives will build upon your capacity to lead effectively:

- To empathize with those in leadership roles.
- To understand how leadership styles, purposes, and dispositions can alter behaviors and outcomes.
- To promote social justice and value diversity; there are leadership styles appropriate for certain groups or situations.
- To understand how leadership interacts with ethics, morality, and culture.
- To understand one's leadership style, voice, and space.
- To understand the role of follower.
- To make better decisions.
- To apply theory to real-life situations.

What you will be reading

It is not the intent of this course to fill your time with endless reading assignments. What is assigned will be brief yet crucial to the classroom experience. There will be one book to buy, some handouts I provide, and you may need to use the Internet to access some readings. You may find this book at Amazon, eBay, or many other used book sites. **This is not the latest edition but it is the one I want to use.**

Patterson, K., Grenny, J., Maxfield, D., McMillan, R., & Switzler, A. (2008). *Influencer: The power to change anything*. McGraw-Hill: New York.

How you will be graded

I won't know if you read the assigned readings unless you actively participate in class discussions and/or your journaling reflects some of the thinking of the authors. Therefore, much of your grade will be based upon active class participation and your writing *in class*. There will be additional experiences used to influence your final grade (listed below). If at any time you are unsure of your current grade, check the Blackboard site. I should be able to keep it fairly current. Below you will find the breakdown of how your final assessment will be determined along with further explanation of each.

50%	Class Participation (which assumes engaged attendance)
20%	Leader Observation Paper
20%	Final
10%	Leadership Book Review

Class Participation

A leadership essential is real-time, face-to-face conversation, with students interacting with the instructor and each other. Much of what you take away from this course, as well as your personal leadership growth will come from the classroom experiences. I will hand out materials, change directions, move to alternate venues, and invite impromptu dialogue during class, thus, it will be nearly impossible to “make-up” these experiences and come away with the same fidelity of thought. During some weeks, Tuesdays will be “deep” thinking, and Thursdays will be “street” thinking.

Leader Observation Paper

Sometime during the semester I will ask that you observe a leader engaged in leadership activities. I will be very flexible in how we define ‘leader’ and the activity involved. Your task will be to make sufficient observations of this person so as to write a five-page summary of what you observed, through the lens of the theories we discuss. This will be due:

The Final

This will be a compilation of questions you develop throughout the course. Each week (13 total) we will decide what may have been most relevant to your life from classroom activities and a question will be designed. Thus, you will know what is on the final well before we actually take the test.

Leadership Book Review

This book review is your opportunity to read a book related to this course and share it with the class. You may choose to read the same book with others and merge the sharing event into a group presentation, or you may choose to work alone and provide a handout with a brief oral explanation. The instructor will provide potential books suitable for review or you may choose one you wish to purchase, with instructor approval. This will be due:

Expectations while physically in class

1. If students distract the flow of the class due to use of electronic devices during class, they will be asked to leave. To negotiate exceptions, please visit with me prior to any class.
2. Late work will not be accepted. The only exceptions are emergencies. You will need documentation.
3. Plagiarized assignments will receive a failing grade for a first offense and a zero for the second offense. All incidents will be reported to the Student Judicial Committee.
4. Respect the voice and space of others; do not assume yours is worth more.
5. Practice courtesy and civility regardless of what you are doing.

6. Non-class related activities during class will be distracting to others. Don't be rude, don't bully.
7. Try to raise your hand when you wish to speak, however there may be occasions when your passion for a topic may make this difficult. Learn how to make a point without causing others to feel worse due to your need to express yourself.

Calendar of Events

The following list provides a draft summary of what we might be doing on certain days. I reserve the right to make changes as we go, due to unforeseen circumstances, or the need to adapt to your needs. Each week will have a reading assignment that will be discussed on Tuesday, then hopefully applied on Thursday.

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| week 1 | Introductions/syllabus, conceptual model of leadership, journaling.
Theory X and Y, talking about losers. |
| week 2 | Great Person Theory, actually there are no great people. |
| week 3 | Situational Leadership Theory, we tend to act different in different places. |
| week 4 | Transactional vs. Transformational Leadership – do you inspire or negotiate? |
| week 5 | Morality & Ethics – do effective leaders lie? Morality vs. Ethics? |
| week 6 | Leader Dispositions, that space between personality and attitude: Mindset? |
| week 7 | Power & Politics – the laws of power; how many of them do you use, or are used on you? |
| week 8 | Cults – build your own cult; influencing others with or without charisma. |
| week 9 | Coercion & Rewards – compliance, the old-fashioned way, pay them or scare them. |
| week 10 | Leader vs. Manager Theories; why are leaders paid more than managers? |
| week 11 | Decision making amid multiple realities – most people are rational, groups are not.
Groupthink, group/community dynamics – who is really in charge? |
| week 12 | Servant Leadership: After all, leadership is about helping others. |
| week 13 | Informal Leadership & Cliques.
Influencing and being influenced by those you hang around the most. |
| week 14 | Presentations: Leadership Book Review. |
| week 15 | <i>Final.</i> |

Statement on Diversity

Much has been written and discussed about the importance of diversity, especially for educational institutions such as schools and colleges gave their role in addressing societal inequities and providing social mobility. Yet, like many organizations, their staffing and

leadership do not always reflect the diversity of the larger society. For example, in relation to societal demographics, school and college leadership may be disproportionately white and male despite considerable research that affirms the benefits of racial, ethnic, and gender diversity for both majority and historically underrepresented persons within organizations and for those for whom the organization serves. Given our departmental responsibilities for preparing persons for school or collegiate level administrative leadership, then, it is important that these kinds of diversity at a minimum be reflected in our faculty, staff, and students. To this end, the Department of Educational Leadership, Administration, and Foundations affirms the following value statements around the issue of diversity:

1. The recruitment and retention of underrepresented students, faculty, and department advisory board members within our administrative and academic fields are important.
2. Curriculum, course content and instructional pedagogy that is inclusive of diversity benefits historically represented and underrepresented students as well as the faculty member that initiates such efforts.
3. Intentional and purposeful efforts at including diverse issues and topics in our curriculum, course content, and instructional pedagogy is necessary irrespective of how diverse our students are.
4. Faculty hiring searches should be intentional and purposeful at diversifying the candidate pool but also should be intentional and purposeful at planning and executing a search and screen process in order to maximize the chances of making a historically underrepresented faculty hire.
5. Intentional and purposeful faculty recruitment efforts that lead to an historically underrepresented faculty hire should be matched with careful planning, discussion, and initiation of the kind of environment that supports their retention.
6. Developing multicultural awareness, knowledge, and skill competence among our faculty, staff, departmental affiliates (e.g., adjuncts, advisory board) and students is important and must be purposeful and ongoing.
7. Tenure, promotion, pay for performance, and annual review evaluations should include consideration of an individual's efforts at developing multicultural competence in their teaching, scholarship, and/or service with documented evidence represented in their portfolio.
8. Departmental office and commons physical spaces should project a message of inclusivity.
9. Departmental assessment efforts in the area of diversity should align with the expectations of our accrediting agents.
10. Effort at diversifying our faculty, staff, and students and developing multicultural competency is an ongoing improvement process rather than an "end state" that is achieved.

Course Laptop Policy

Laptop Required for Course -- Irregular Usage: For the purposes of this course it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it for those class periods noted (below/above). Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.

Academic Freedom

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.” The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Academic Dishonesty (Plagiarism)

In academia, our ideas are our currency. Since this is the case, we make sure that we recognize appropriately the work (or ideas) of others that we use and we expect them to do the same when they use our ideas. You, too, are expected to give credit when using another person’s ideas. When writing a paper, you must use correctly either the MLA or APA citation style. If you intentionally plagiarize (falsify or contrive sources, lift text directly from a book or website, submit another person’s work as your own, etc.), you will earn a 0% on the assignment in question and I will report your conduct to Student Judicial.

Americans with Disabilities Act Policy

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2700 and the office is located in 1st floor Normal Hall.

The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Statement on Non-Discrimination, Harassment, and Sexual Misconduct

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor

Women's Resource Center/Victim Advocate: 812-237-3829; HMSU 7th Floor

Associate Dean of Students/Respondent Advocate: 812-237-3829; HMSU 8th Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Equal Opportunity and Title IX Office; 812-237-8954; Rankin Hall 426; ISU-equalopportunity-titleix@indstate.edu.

Sycamores Care: At Indiana State, we care for your overall well-being. We want to help you get the care, referrals, and answers you need to ensure your success. Sycamores Care <https://www.indstate.edu/student-affairs/sycamores-care>

Sycamore Standard: Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University: I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002.

COVID-19

Illness: Students who are ill, under quarantine or isolation for COVID-19, or suspect they are ill will report that to the Indiana State University Office of the Dean of Students' Contact Tracing Team via the Sycamore Symptom Assessment, which each member of the ISU community receives daily by email. The Contact Tracing Team will work with the student to verify and gather necessary information. Students are required to respond to and comply with the Contact Tracing Team. The Office of the Dean of Students will supply documentation for faculty. Once notification is made, all faculty will make every reasonable effort to accommodate the student's absence and will communicate that accommodation directly to the student. Students who need to report an illness or a change in their COVID-19 status (either positive test result or a close-contact exposure) must complete the Sycamore Symptom Assessment and may contact Office of the Dean of Student with questions by calling 812-237-3829.

Masks/Shields: Masks/Shields will be worn by all students and faculty in classrooms as well as in buildings (unless you are alone in an office). What is said/printed on a mask will be held to the same Student Code of Conduct standard as if it were printed on a shirt or hat. As a result, a political statement such as MAGA, BIDEN2020, or BLM is not grounds for demanding that it be removed/replaced. In judging what constitutes an offensive statement on a mask, the determination will be made by Student Affairs using the Student Code of Conduct. If there is a question about a mask, the faculty member will refer the matter to Student Affairs and only insist upon its immediate removal if there is no doubt that it violates the Code. Medical waivers will be made through Student Affairs and students with such a waiver are expected to carry the documentation with them and present it when asked.

Laptops/Technology: It is the responsibility of all students to have equipment sufficient to participate in all their classes. All students must have a computer/tablet with audio and video capability. Students will follow the appropriate instructions of their faculty regarding the muting (or unmuting) of audio and video as they would in any classroom setting.

Traffic flow and social distance: Students and faculty will respect the need for social distancing to the degree possible by the setting. Faculty and students will move in and out of the classroom as per the appropriate instructions of the faculty/administration. They are expected to follow printed traffic flow statements posted in all rooms and buildings.

In-class seating: Faculty are asked to assign students seats in the classroom, using social distancing as possible. The assigned seating chart is to be used all semester and kept by faculty as to facilitate contact tracing and help limit any secondary quarantines.

Cleaning of Space: Students are encouraged to clean the surfaces of the chairs/tables/desks they occupy before they sit down and as they prepare to leave. Faculty should advise students to bring cleaning wipes or cloths to clean their own personal space if they want or to be sure to use hand sanitizer on the way in and way out of the classroom.

Faculty are encouraged to clean lecterns and any items they will or do touch. In addition, faculty should plan to bring their own materials for whiteboards and chalkboards.

Refusal: Refusal to comply with any appropriate request will be treated as would any classroom disruption (request to change the behavior; request to leave the class; dismissal of the class and referral to Student Affairs).