FOUNDATIONS OF LEADERSHIP 102
2.0 CREDIT

BASIC INFORMATION
Course title and course number: Foundations of Leadership (FOL 102)
Credit: 2.0 credit
Term and year: Fall 2020-2021
Instructor's name: Dr. Pamela Farago Morris
Office location: Jersey City, New Jersey
Office hours: MW, 1:00-2:00pm
Phone Number: 201-817-1219
Email Address: pfarago@nsls.org

COURSE DESCRIPTION
The Foundations of Leadership course is a personalized learning experience that puts members on the forefront of innovative leadership development through self-reflection, practical skill development, and building personal knowledge about leadership theory and application. In this course, you will learn beyond a narrow focus of goal setting to impacting and leading others. We will help prepare you to understand and engage with contemporary issues of leadership: collaboration, creative problem-solving, communication, and personal and social action. Working online, our programs are built around five leadership modules and will prepare you to lead in the 21st century and drive meaningful change for yourself, others, and the world.

The capstone of this course will be to create two Final projects: 1) a Leadership Research paper; and 2) a Leadership Roadmap of where you want to go or a portfolio that combines the two into a comprehensive picture of your personalized leadership development plan. Each course additionally requires a comprehensive Case Study Analysis.

To complete this course, 25-30 hours of work are required to complete the certificate and credit pathways. For this one-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course. Students have up to 3-semesters to complete this course.

PREREQUISITE
None. This course coincides with the certification pathway at NSLS.

COURSE OBJECTIVES AND LEARNING OUTCOMES
Our five-module course takes you on different pathways and in greater levels of learning leadership. Upon completion of this course, you will learn the following objectives:

1. Learn the philosophy behind leadership
2. Develop leadership skills through the study of specific organizational cases
3. List four (4) different communication styles
4. Identify personal communication style (DiSC)
5. Identify goals and potential obstacles to completing goals
6. Engage in team collaboration, accountability groups (feedback, listening, communication, multiple-perspectives)
7. Practice public speaking in front of peers
8. Develop reflection habits

These course objectives will be measured through quiz questions at the end of each course module, with a score of 80% needed to fulfill course requirements.

Upon completion of this course, you will be able to perform the following learning outcomes:

- Participate in a success network team and engage in accountability groups to define a leadership goal and create the action steps towards completion
- Share your personal elevator pitch with others to create new opportunities.
- Engage in socially responsible behavior.
- Practice social justice and empathy.
- Develop positive interpersonal relationships through a focus on diversity
- Describe and explain a personal philosophy of leadership while drawing on leadership theories and methodologies
- Identify areas of focus for personal and professional growth and describe plans for that development.

COURSE EXPECTATIONS
This course will be delivered in a completely online format. You are expected to remain engaged throughout the course and make consistent progress towards course completion.

In each module, you are expected to:
1. Complete all readings and watch all videos.
2. Actively and respectfully participate in discussion board topics as posted.
3. Complete all assignments.
4. Submit a Final Research Paper, complete and submit a portfolio of work/Leadership Roadmap, and final reflection as final projects in the course.

COURSE STRUCTURE
This course will be delivered entirely online through the Moodle learning management system. The course is self-paced, and you have three (3) semesters to complete the work associated with this course. You will use your NSLS Member Account to login to the course once you complete the registration process. You will then have access to online lessons, course materials, and resources. While the course is self-paced, there will be designated times when groups can get together to participate in office hours and/or forums with Instructors and other students. Course activities will consist of video submissions, discussion board posts, reflections, scenario-based role playing, and experiential learning.

Each course consists of a case study. The case method is an exciting way of learning. It recognizes the importance of each individual’s experience as it is shared in the discussion. Participants are placed in the middle of the action and forced to be analytical while using leadership concepts rather than reiterating them. In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world and helps students determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action. You are required to complete the assignment associated with the case study which includes a reading, question submission, and a 5+ page analysis.

RESOURCES

Course Materials:


Additional Resources (compiled into e-book)

- Personal Branding and Marketing Yourself by Rita Balian Allen
  http://www.ritaballenassociates.com/personalbranding.html
- Personal Branding Do You Have One
  https://www.linkedin.com/pulse/20140911204451-20308450-how-to-be-sure-you-have-a-brand
- HBR: What Leaders Really Do
- HBR: Five Ways to become more Self-Aware
  https://www.youtube.com/watch?v=uyQIx2p7Qe8&feature=emb_logo
- Tasha Eurich: Five Ways to become more self-aware
  https://www.youtube.com/watch?v=uyxfERV5ttY
- Travis Bradberry (Inc. / Muse)
- HBR: What Great Listeners Actually Do
- Celeste Hedlee: How to Have a Good Conversation
  https://www.youtube.com/watch?v=H6n3iNh4XLI
All videos and readings are included in the course itself and can be accessed once you log into your online learning management system (Moodle).

### COURSE SCHEDULE/OUTLINE/CALENDAR OF EVENTS
This outline includes the main assignments found in this course. All assignments are self-paced.

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
<th>Reading/ Assignment</th>
<th>Instructional Hours</th>
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</thead>
<tbody>
<tr>
<td>Module One: Orientation &amp; Communication</td>
<td>Lesson One: Orientation</td>
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<td></td>
<td>Lesson Two: Communication</td>
<td>Lesson One: Communication (Advocating for a Point of View)</td>
<td>Watch: NSLS video</td>
<td>6 hours</td>
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<td>Critical and creative problem solving Cognitive complexity</td>
<td>Learn: Local Chapter presentation</td>
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<td>Learning and Reasoning</td>
<td>Learn: Website review</td>
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<td></td>
<td>Watch: Communication Styles video</td>
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<td>Learn Team Activity</td>
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<tr>
<td>(Reflection and Application)</td>
<td>DiSC assessment</td>
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<tr>
<td>Intrapersonal development</td>
<td>Watch: <a href="https://www.youtube.com/watch?v=OOGf2LyKiG0">Erik Weihenmeyer: Success without Seeing</a></td>
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<td>Self Awareness and Development (Self-Understanding)</td>
<td>Activity: <a href="https://hbr.org/2015/02/5-ways-to-become-more-self-aware">Identify and Sway</a></td>
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<td>Communication (Verbal Communication)</td>
<td>Activity: Reading the Room &amp; Responding as a Leader</td>
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<td>Communication (Listening)</td>
<td>Read: HBR: Five Ways to become more Self-Aware <a href="https://hbr.org/2015/02/5-ways-to-become-more-self-aware">https://hbr.org/2015/02/5-ways-to-become-more-self-aware</a></td>
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<tr>
<td>Learning and Reasoning (Reflection and Application)</td>
<td><strong>Cultivating a Growth Mindset</strong></td>
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1. Watch: Dr. Carol Dweck discussing her work in the field of cultivating a growth mindset  
2. Activity: Reflecting on Your Leadership Growth Mindset  

**Assessment**  
*Reflecting on Your Leadership Growth Mindset*

**Becoming Self-Aware**  
1. Read: 5 Ways to Become More [Self Aware](https://hbr.org/2015/02/5-ways-to-become-more-self-aware)  
2. Watch: [3 Strategies for Becoming More Self-Aware Video](https://www.youtube.com/watch?v=OOGf2LyKiG0)  
3. Activity: [You are Not Lost](https://www.youtube.com/watch?v=OOGf2LyKiG0)  

**Communicating as a Leader**  
1. Watch: [Speaking with Confidence in Work and in Life](https://www.youtube.com/watch?v=OOGf2LyKiG0)  
2. Activity: 140 Word Elevator Pitch  

**Better Listening as a Leader**  
1. Read: [The 7 Habits That’ll Make you a Better Listener](https://www.youtube.com/watch?v=OOGf2LyKiG0)
| Module Two: Leadership Training Day | Lesson Intro: 1. Watch: Lesson overview on becoming a six-tool NSLS leader | Self-Awareness and Development (Self-Understanding) | Watch: Lesson overview on becoming a six-tool NSLS leader |
| - | Lesson One: Clarify Your Purpose | Strategic Planning (Vision) | Watch: Introduce what purpose is/is not and the L’s of Clarifying Your Purpose |
| - | Lesson Three: Challenge the Status Quo Lesson Four: Inspire Positive Action | Efficacy | Watch: A 10 Isn’t Enough for Katelyn Ohashi and her Quest for Gymnastics Happiness |
| - | Lesson Five: Empower Others | Critical and creative problem solving | Read: Article on how Katelyn Ohashi Found her Joy Again |
| - | Lesson Six: Seek Constant Improvement / SNT Warm-up | Interpersonal competence | Activity: Shot Clock |
| - | - | Learning and Reasoning (Other Perspectives) | Watch: Learn basic steps for how to bring others along with you on your purpose journey, |
| - | - | Significance | Activity: Construct Your Personal Vision Statement |
| - | - | Personal Behavior (Resiliency) | - |
| - | - | Civic Responsibility (Service) | - |
| - | - | Interpersonal | - |

**Good Leadership, Good Communication**
1. Watch: [How to Have a Good Conversation](https://hbr.org/2011/04/strategies-for-learning-from-failure) by Celeste Headlee
2. Activity: Conversation Competencies

**Telling a Great Leadership Story**
2. Watch: [How Great Leaders Inspire Action](https://hbr.org/2011/04/strategies-for-learning-from-failure) by Simon Sinek
3. Activity: Writing your own Outline for a Great Leadership Story
Interaction (Empathy)

Watch: Learn how to motivate a team

Activity: Purpose Word Cloud

Watch: Where Good Ideas Come From TEDTalk

Watch: 4 Steps to Discovering Your Core Values

Activity: Identifying Your Leadership Values & Beliefs

Activity: Incorporating Other’s Visions

Watch: Learn how to step outside parameters

Activity: #Winning, small group achievement and obstacles brainstorm

Watch: The Revolutionary Power of Diverse Thinking
Watch: SMART Goals Introduction

Watch: Learn how to go one step further then getting people to act.

Activity: The What, the How, and the Why individual activity

Activity: Find a partner with a different #Team and share individual activity with them

Read: Strategies for Learning from Failure

Explore: The Failure Lab

Read: How to Be Resilient

Read: Here is Why Grit is so Important
| Module Three: Success Network Teaming | Success Network Team Time | **Strategic Planning (Plan)** | Watch: Introduction to SNT Group video
Activity: Designate roles for each team member
Watch: SMART goal description
Activity: Group discussion on SMART goals and action steps | 6 hours |

|  |  | **Confidence and tenacity** |  |
|  |  | **Personal Behavior (Initiative)** |  |
|  |  | **Core purpose and self-initiative** |  |
Case Study:
The case method is an exciting way of learning. It recognizes the importance of each individual’s experience as it is shared in the discussion. Participants are placed in the middle of the action, and forced to be analytical while using leadership concepts rather than reiterating them. In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world and helps students determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action.

The Case:

The Shackleton Expedition

https://hbswk.hbs.edu/item/shackleton-an-entrepreneur-of-survival

Case Question: Did Shackleton Fail?

Ultimately, Shackleton didn’t reach the South Pole. Ultimately, he never achieved his goals. But in failing, he still managed to keep twenty eight men alive.
in the most extreme circumstances. Did he fail?

In a report, answer this question. Did Shackleton fail or not? Why or why not? Use citations and examples from our readings to complete the 2-3 page essay.

**SNT Reflection**

Watch: What if you could trade a paperclip for a house?

Watch: Getting Unstuck

Activity: Honesty Hour

Activity: SNT Reflection Journal

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<tbody>
<tr>
<td></td>
<td>1. Induction</td>
<td>Communication (Writing)</td>
<td>Learn: What is an e-portfolio?</td>
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<td>Strategic Planning (Plan)</td>
<td>Activity: Creating a Leadership Portfolio</td>
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<td></td>
<td>Confidence and tenacity</td>
<td>Learn: What is a leadership roadmap?</td>
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<td>Core purpose and self-initiative</td>
<td>Activity: Creating a Leadership Roadmap</td>
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<td>Intrapersonal development</td>
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<td>Developing Your Leadership Project FINAL</td>
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<td>Creating a Leadership Portfolio FINAL</td>
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<td>Creating a Leadership Roadmap FINAL</td>
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| Total Time for student | 30 – 35 hours |

**ACADEMIC SOURCING:**

For all written work, each course requires inclusion of at least five (5) academic quality sources from the list provided and referenced using APA style. A bibliography page is also required.


Online tools for formatting the reference page, although there are some flaws, it is a good idea to use an online reference tool. Some examples:

- Citation Machine [http://citationmachine.net/](http://citationmachine.net/)
- Easy Bib [http://www.easybib.com](http://www.easybib.com)
Here are examples of academic quality sources:


In addition, any of the following journals can be referenced:

- Leadership
- Journal of Leadership & Organizational Studies
- The Leadership Quarterly
- Journal of Management
- Organization Development Journal
- Administrative Science Quarterly
- Journal of Applied Psychology
- Journal of Cases in Educational Leadership
- Journal of Business Ethics
- Organization Studies
- Journal of Organizational Behavior
- Academy of Management Learning and Education
- Management Learning
- International Small Business Journal
- Group & Organization Management
- Educational Administration Quarterly
- Review of Educational Research
- Educational Evaluation and Policy Analysis
- Academy of Management Perspectives
- Journal of Occupational and Organizational Psychology
- Studies in Higher Education
- MIT Sloan Management Review
- Educational Management Administration & Leadership
- Organizational Behavior and Human Decision Processes
- International Journal of Cross Cultural Management
- Human Resource Development Review
- Business Ethics Quarterly
- Journal of Experimental Social Psychology

**Case Study Requirement:**
The case method is an exciting way of learning. It recognizes the importance of each individual’s experience as it is shared in the discussion. Participants are placed in the middle of the action and forced to be analytical while using leadership concepts rather than reiterating them. In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world and helps students determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action. In each course, we include a leadership case study to help shape your theory of leadership. In each course, you will read the case study, respond to questions and write a 5+ page paper analysis.


The Shackleton Expedition

https://hbswk.hbs.edu/item/shackleton-an-entrepreneur-of-survival

Case Question: Did Shackleton Fail?

Ultimately, Shackleton didn’t reach the South Pole. Ultimately, he never achieved his goals. But in failing, he still managed to keep twenty-eight men alive in the most extreme circumstances. Did he fail?
In a report, answer this question. Did Shackleton fail or not? Why or why not?

For the Case Study Analysis, it is a requirement to include at least five (5) academic quality sources from the list provided and referenced (above) using APA style. A bibliography page is also required.

**Final Projects:**
The final projects are required to earn a grade in this course. The full scope of the projects and rubrics can be found [here](#). The requirements include: the final research project, the reflection, and the leadership roadmap.

**Leadership Research:**

Choice #1: Leader Research: Select a leader of your choice, ideally one that you know from your place of work (now or in the past), to profile. Assess their leadership abilities (strengths and weaknesses) using leadership theory that you have learned so far in the course. Support your analysis and assessment using appropriate research sources. You should conclude your paper with a summary of your findings and recommendations derived from this analysis.

Choice #2: Personal Leadership Story: Identify a situation where there was a failure of leadership, ideally one you have personally witnessed either through your current or past employment. Present a summary of the situation then analyze and assess it through the lens of leadership theory. What went wrong, why, and what could have been done differently to avoid the failure. You should conclude your paper with a summary of your findings and recommendations derived from the analysis. Be sure that you support your analysis with appropriate research sources.

For either choice of the Leadership Research, it is a requirement to include at least five (5) academic quality sources from the list provided and referenced (above) using APA style. A bibliography page is also required. The paper must be at least 5+ pages in length.

**Assignment #2 Reflective Writing Assignment / Leadership Roadmap:**
As you develop as a leader, it is important to be developing a plan of action or roadmap for yourself, too. What motivates you? Where would you like to work? In what kind of structure? What type of activity would you like to do? What skills or assets do you already have? What do you still have to do before reaching your goal? What skills do you need to develop? These are the kinds of questions we will help you to answer here. The answers you come up with will play an important part in defining your professional leadership plan. And maybe the same questions apply to your personal roadmap, too? Where do you want to live? Do you like water or the mountains or an urban setting? Do you want to have a family? Do you envision owning a home or traveling the world?

You will complete a portfolio / roadmap activity and presentation. This is a written reflection piece and creative presentation.

**Evaluation Procedures and Grading Criteria**
You will be evaluated through assessments at the end of each lesson in the credit course.

- Engagement: 15%
- Small Writing Assignments or Activities: 35%
- Leader Project: 20% on paper, 5% on presentation
- Leader Portfolio: 25%

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent / %</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 – 89.99</td>
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<tr>
<td>C</td>
<td>70 – 79.99</td>
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<td>D</td>
<td>Below 79.99</td>
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<td>F</td>
<td>Below 60</td>
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ATTENDANCE STATEMENT

There is no attendance requirement with this online course because it is self-paced. However, you are asked to regularly engage with course content and in discussion boards to keep your engagement and motivation high. This will help you successfully complete the assignments and course requirements.

AMERICANS WITH DISABILITIES ACT FOR STUDENTS WITH SPECIAL NEEDS STATEMENT

The NSLS is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor. The instructor will be in touch with you to create reasonable course accommodations. To ensure access to this class, and program, please contact the Education Team at NSLS: education@nsls.org to engage in a confidential conversation about the process for requesting reasonable accommodations for this course.

APPROVED ACADEMIC HONESTY STATEMENT

Honesty and integrity are integral components of the academic process. Students are expected to be honest and ethical at all times in their pursuit of academic goals. Plagiarism—to take and pass off as one’s own work the work or ideas of another—is a form of academic dishonesty. Any student found in violation of a breach in academic integrity will receive an “F” for that assignment.