

Seattle University
Example Course Syllabus
MFA in Arts Leadership

ARTL 525-02: Leadership and Interpersonal Behavior for Arts Leaders

“Leadership and learning are indispensable to each other.” -John F. Kennedy

COURSE DESCRIPTION

This course is designed to integrate theory, practice and skills on topics critical to functioning as a leader in a nonprofit organization. Participants will examine their own leadership ideas, styles, and behaviors in relation to general principles and to their own organizational context. Participants will also be expected to help their colleagues achieve their objectives through collaborative work, discussions, consultation, and feedback. The course format and content will be more interactive than a traditional course, but participants can expect to achieve outcomes worthy of graduate credit.

CORE COMPETENCY RELATED COURSE OBJECTIVES

Increase and/or provide opportunities to demonstrate the following core competencies:

1. **Possesses self-awareness:** Knows personal strengths and weaknesses; values self-understanding; solicits feedback and coaching from others; actively works on personal growth and development; acquires new skills and abilities to meet the demands of changing situations.

2. **Exudes integrity:** Engenders trust in others through direct and trustful interactions; keeps confidences; honors commitment; trusts others; performs with obvious integrity; interacts in a forthright and open manner.

3. **Demonstrates maturity:** Accepts accountability for own behavior; learns from personal mistakes; acknowledges own contribution to a problem; acts swiftly to accept responsibility and correct errors.

5. **Acts on values:** Commits to the common good; adheres to an ethical set of core values and beliefs; expresses and acts consistently on these core values and beliefs; understands and communicates the unique tradition and the role of the not-for-profit sector; practices what is preached.

7. **Inspires others:** Inspires, motivates and touches the spirit of others in ways that matter; values emotions as much as ideas; compels attention of others.

8. **Listens actively:** Listens actively and genuinely; resists dominating discussions; makes others comfortable to stimulate conversation; possesses the patience required to "hear people out"; restates accurately the opinions of others, even when in disagreement.

31. **Puts people first:** Builds an organization that cares about the people it serves and acts with the clients in mind.

45. **Advocates diversity:** Values diversity at all levels of the organization; sees the organization benefiting from diversity in experience, background and perspective; hires variety and diversity; ensures equal and fair treatment of others.

59. **Resolves conflict constructively:** Promotes win-win solutions; negotiates conflict effectively among different constituencies and interest groups; bargains with competing interest in a fair and skillful manner.

COURSE GOALS

Students will:

1. Learn a variety of leadership theories and develop practical applications for leadership within the nonprofit sector.
2. Reflect and explore their own beliefs and values in order to gain deeper self-awareness and enhanced leadership abilities.
3. Improve their ability to assess, discuss and make conscious choices about leadership – both the style or methodology and the impact on real groups, communities and organizations.
4. Develop an understanding of group process and decision making, forging a strong and healthy learning environment.

Participant Responsibilities:

- Co-create a challenging and useful learning experience for yourself and the cohort. Treat each member of the cohort with respect. Encourage and support the learning of each cohort member.
- Come to class prepared and ready to participate. Engage fully in discussions, group projects, and class activities.
- Attend all class sessions and complete all assigned work on time or make prior arrangements if an absence or late submission is unavoidable.

COURSE MANAGEMENT

Texts/Readings:

REQUIRED:

Northouse, P. (2013). *Leadership: Theory and Practice, Sixth Edition*. Thousand Oaks: Sage Publications. (ISBN: 978-1-4522-0340-9)

Kouzes, J. & Posner, B. (2010). *The Truth About Leadership: the no-fads, heart-of-the-matter facts you need to know*. San Francisco: Jossey-Bass. (ISBN: 978-0-470-63354-0)

Lowney, C. (2003). *Heroic Leadership: Best Practices from a 450-Year-Old Company That Changed the World*. Chicago: Loyola Press (ISBN: 978-0829421156)

Leadership biography/autobiography. **See Assignment #2.**

Grading:

	<u>Points</u>	<u>% of Grade</u>
Class preparation, participation and in-class assignments	100 pts.	20%
Assignment # 1 – Autobiography	50 pts.	10%
Assignment # 2 – Book review & critique	50 pts.	10%
Assignment # 3 - Leadership theory handout	50 pts	10%
Assignment # 4 – Case study & questions	50 pts	10%
Assignment # 5 – Team Project & Presentation	100 pts.	20%
Assignment # 6 – Reflection and leadership growth plan	100 pts.	20%

Point Equivalency

480-500 points	A	400-419 points	B-
460-479 points	A-	370-399 points	C
440-459 points	B+	369 or less	C- (no credit)
420-439 points	B		

Description of Assignments:

Class preparation, participation and in-class assignments (20%)

The classroom experience is integral to the learning objectives of this course, and each student’s presence and participation enriches the learning for all. Therefore, students should attend all class sessions or communicate with the instructor if an absence is unavoidable. While extraordinary circumstances may arise, a minimum attendance (80% of class hours) is required to receive credit for the course.

Preparation will be measured on the basis of demonstrated knowledge of readings, completed assessments, other in-class assignments, and group work. Participation includes raising questions and making comments that contribute to the overall understanding of the topics at hand and general contribution to a spirit of inquiry, challenge and support within the classroom.

Each class session, students will reflect and write in a leadership journal. The journal writing is intended to engage you in self-reflective discovery and deepen your understanding of leadership/management issues. Journals will not be graded, but if desired, I am happy to read and provide feedback to you. I hope you will use this unique opportunity to reflect and write on your leadership insights, discoveries, and self-reflection.

Assignment #1 Autobiography

(10 % **Due Aug. 18th**)

This paper is a foundation of “Who you are,” and “What you believe in.” Compose a brief autobiography that identifies key events and people in your life who have served to shape you. In essence, write your “story” as it informs you as a leader. In addition to providing a historical perspective of your life, this paper gives you an opportunity to reflect on how key people and experiences in your life have helped you form and grow as a leader.

Your autobiography should be **2 pages (single spaced!!!)** in length. Please bring 2 copies (1pg, 2 sided) to the retreat. Since this is a very personal paper, the grading criteria will be limited to clarity, flow, and skill in writing (including spelling and grammar); and inclusion of reflection on leadership and growth formation. **Upload a copy to the course ANGEL site by August 18th. ANGEL instructions will be provided by email.**

Assignment #2 Leader Biography/Autobiography Review & Critique (10 % **Due Aug. 18th**)

Note: As a graduate student, we are well aware of your ability to scan the internet and compose papers based on highlights. This is an actual assignment to read an actual book.

Select and read a biography or autobiography of someone you feel represents the kind of leadership that the world most needs today Your paper should:

- Briefly describe the leader and why you chose him/her.
- Highlight the key skills, traits, philosophies, values or accomplishments that make this leader stand out to you.
- Discuss if and how the book helped contribute to your knowledge and understanding of leadership.
- Mention any lessons you take away that would be especially relevant to arts practitioners.
- Describe the background, perspective, biases and objectives of the author(s).
- Briefly write whether you would recommend this book to others and why **and** then give an overall letter grade for the book.
- Properly cite the book and any other sources used in your paper.

The book review should be no more than **2-3 pages (double spaced)**. It will be graded on clarity, quality of reflection, ability to effectively describe your leader, and basic mechanics. Be prepared to share your paper and introduce your leader to the cohort. **Please reproduce 5 copies of your review for distribution during the Aug. retreat. Upload a copy to the course ANGEL site by August 18th.**

Assignment #3 Leadership Theory

(10% Due, Aug. 23rd)

Each student will be asked to select and research any documented “leadership theory” with which they are not familiar and/or which they think has significant relevance to leadership in the Arts sub-sector. This assignment deliverable (a 1 page handout) is due on Aug 23rd. Each student will need to select their theory and inform the instructor what they are researching by August 17th. Students who have not selected a theory by that time will be randomly assigned one from the following list and will be informed of their topic during the weekend retreat Aug 18/19:

<u>Trait</u>	<u>Skill</u>	<u>Style</u>
Situational	Contingency	Path-goal
Leader-Member Exchange	Transformational	Authentic
Followership	Transactional	Charismatic
Great-Man Theory	Participative	Women & Leadership
Servant Leadership	Shared Leadership	Team Leadership
Adaptive Leadership	Resonant Leadership	Collaborative Leadership

Research the theory and write a 1 page review summarizing the theory, it’s main apologist(s), its strengths and limitations, and its relevance to today’s nonprofit arts leader. Then develop a 1 page handout which your fellow classmates can use to both understand AND utilize this theory in action. Use interesting visuals as appropriate. The 1 page review is due to the instructor in hard copy format on the night of class, 8/23. The handout is also due that night and please bring enough copies of your handout for everyone in class on the 23rd and be sure to properly cite sources. As class expert on your theory, be prepared to share your theory with the class **in 5 minutes or less**.

**Theories above represent traditional as well as more contemporary ideas on leadership. Some theories will be easy to research while others will be more obscure. Karen Gilles, the SU Librarian can help you navigate the library and internet for this assignment. She can be reached at kgilles@seattleu.edu.*

Assignment # 4 Case Study

(10% Due Aug. 30th)

Write a **1-2pg. (single-spaced)** mini case-study focusing on a leadership issue facing a nonprofit organization that you are or have been connected with. While you can write about any leadership issue, try to be purposeful in your decision making process. Think about how your case will provide insight to others about leadership development, ethics, change, diversity, or whatever topic you choose. Your case will be strengthened if you seek multiple perspectives. Talk to others in or familiar with your organization to gain insights about your leadership issue. Write 2-3 follow-up questions to help guide the discussion of peers who will be reviewing your case.

While the intention of this assignment is to use “real life” examples, feel free to change organization and key player names to protect confidentiality. Below are two links that will be helpful.

<http://www.essayforum.com/grammar-usage-13/to-write-case-study-366/>

<http://www.gttp.org/docs/HowToWriteAGoodCase.pdf>

Assignment # 5 Team Project & Presentation

(20% Due Sept. 6th)

Early in the quarter, the class will be divided into learning teams (2-3 people per team). Your team will be required to take and then construct a display of photographic images that reflect your beliefs about leadership. You will get more details on this assignment at the Aug 18/19 retreat.

In preparation, you will watch the film, *Born into Brothels*: <http://topdocumentaryfilms.com/born-into-brothels/> and will learn from Prof. Claire Garoutte about the fundamentals of documentary photography. As a team, you will be responsible for developing a **nontraditional** presentation (traditional means standing in front talking at the class) intended to illustrate, illuminate and make applicable your team's beliefs about leadership. Each team will also create a **1-2 page handout** summarizing key points of your analysis based on the project criteria. Make sure to use at least *three references beside the course textbooks* and properly cite in your handout.

Separately, each team member will turn in a 1 pg. team evaluation, including what worked, what didn't work, what you noticed about yourself and others in demonstrating leadership behaviors during the project work, and what you would change about the team experience. (**Evaluations are due via email or on ANGEL by Sept. 9th**).

Assignment # 6 Reflection & Leadership Growth Plan

(20% Due Sept. 9th)

This course has been planned to stimulate your reflection on issues related to leadership and your own personal leadership development. As a culminating reflective piece, complete the following in **6-8 pages double-spaced**:

1. Prepare a self-evaluation of your learning. Write a **2 page** narrative that highlights what you have learned and/or how you have grown since starting this course. Please include in your reflection findings from the various assessments completed during this course.
2. Take your definition of leadership and illustrate it using a metaphor, story, or real life example (**1 page**).
3. Write your own professional code of ethics (**1 page**). There is no right or wrong way to do this, but I encourage you to view some professional codes of ethics as a place to start:
<http://www.allaboutphilosophy.org/personal-code-of-ethics-faq.htm>
http://www.aspanet.org/scriptcontent/index_codeofethics.cfm
4. Develop a leadership growth plan (**2-4 pages**) that includes the following:
 - a. Current goals/objectives for the coming year (personal, professional, academic).
 - b. Long range goals.
 - c. A list of creative, holistic and renewing activities planned.
 - d. A list of what you plan to do specifically to enhance and strengthen your leadership skills and abilities.
 - e. Service, social justice, or volunteer activities.

Be sure to make your plan as specific as possible. The most achievable goals are measurable, so think about how you and others will hold you accountable. Feel free to create a matrix or use a more free-

flowing approach. *Since this is a very personal paper, the grading criteria will be limited to clarity, flow, and skill in writing (including spelling and grammar); reflection on your leadership growth, as well as inclusion of measurable goals and objectives.*

Other Details:

ANGEL:

A website for this class has been developed. You can visit that site at:

<https://angel.seattleu.edu/angel/frameIndex.htm>. From this screen, enter your SU username and password. Then, you can access the course by clicking on ARTL 525 Section 2. The ANGEL site contains the syllabus, course materials, class submissions, and many other features. Students may always send me email at my SU address or business address listed on this syllabus to clarify information or to submit assignments.

Writing Center:

A free resource to all students who seek assistance with written assignments. During one-on-one, hour-long sessions, the consultant helps the student to complete an individual assignment in the context of becoming a better writer. When you arrive, you and your consultant will discuss the requirements of the assignment, set and work through an agenda, and plan the next steps to aid you in your work outside of the Writing Center. <http://www.seattleu.edu/writingcenter/>

Culture & Language Bridge:

A free resource for tutoring and assistance for non-native speakers, the Culture and Language Bridge Program (CLB) is designed to prepare non-native speakers of English for a productive academic career at Seattle University. <https://www.seattleu.edu/bridge/default.aspx?id=30848>

Disability Services:

If you have, or think you may have, a disability that interferes with your ability to complete the assigned work in this class, you are encouraged to arrange support services and accommodations through Disability Services in the Learning Center, Loyola 100, (206) 296-5740.

Classroom Etiquette:

Please be respectful and courteous to your classmates and instructor. Arrive on time to class and return from breaks on time. **Turn off cell phones. While laptops are welcome in class, please refrain from using the computer for non-course related activities.**

Attendance Policy:

REGULAR ATTENDANCE of classes during the quarter is mandatory. Students who miss more than 6 hours of class during the quarter will have their grade lowered as much as one letter grade. Arriving late to class two or more times is considered equivalent to one absence. **NOTE:** Inform the instructor in advance by email if you are going to miss a class. Students are responsible for getting any information from the missed class from their colleagues. Extra credit assignments are not available.

**Tentative Schedule
ARTL 525-01 – Intersession 2012**

Date	Topics	Read prior to class	Assignments Due
8/14	ORIENTATION Course Overview Introductions, expectations, norms What is leadership?	Northouse: Chap. 1, pgs. 1-16 Kouzes/Posner: Introduction, pgs. xiii-xxv	
8/16	Intro to leadership theories	Northouse: Chap. 2, pgs.19-32,40-41 Chap. 3, pgs.43-60, 71-72 Complete questionnaire, pgs. 67-70 Chap. 4, pgs.75-86,95-96 Complete questionnaire, pgs. 92-94	
8/18-19	Retreat Team Building & Collaboration Who am I as a leader? Collaborative Leadership/ A team based approach	Leadership auto/biography of your choice for book review Lowney: Chapters 1 & 2.	Assignment # 1 Autobiography Assignment # 2 Book review & critique
8/21	Nonprofit Leadership - Applied	Northouse: Chap. 5 pgs. 99-109, 119-120 Complete leadership instrument, pgs. 114-118 Chap.6, Pgs. 123-130,135 Kouzes/Posner: Truths 1-3, pgs. 1-43 Lowney: Chapter 3	<ul style="list-style-type: none"> • <i>Media lab orientation before class 5-5:30</i> • <i>Marketing Survey in class – 6:00</i>

8/23	Creating A Vision and Setting the Tone	<p>Northouse: Chap. 7, Pgs. 137-148,157-158 Complete Leadership Instrument, pgs. 154-156</p> <p>Chap. 8, pgs. 161-173, 182-183</p> <p>Lowney: Chapter 4</p>	Assignment # 3 Leadership Theory Presentation & Handout
8/25	Leadership Saturday	<p>Northouse: Chap. 9, pgs. 185-205, 214-215</p> <p>Chap. 10, pgs. 219-236, 248-249</p> <p>Kouzes/Posner: Truths 4-6, pgs. 45-89</p> <p>Lowney: Chapters 5 & 6</p>	Guest presenter: John Levesque – <i>Ignation Principles and Leadership</i>
8/28	Leading in a multicultural world	<p>Northouse: Chap. 14, Pgs. 349-365, 374-375</p> <p>Lowney: Chapters 9 & 10</p>	<p>Guest Presenter: 6PM – Claire Garoutte – documentary photography</p> <p>7PM - Ken Gordon</p>
8/30	<p>Adaptive Leadership</p> <p>Leading Through Conflict & Change</p> <p>Case Study discussion & Sharing</p>	<p>Northouse: Chap. 11, pgs. 253-270, 282-283 Complete leadership instrument, pgs. 278-281</p> <p>Chap. 12, pgs. 287-307, 315 Complete leadership instrument, pgs. 311-314</p> <p>Kouzes/Posner: Truths 7-8, pgs. 91-118</p> <p>Lowney: Chapters 7& 8</p>	Assignment # 4 Case study

9/4	Moral Leadership Communication of Leadership Ethical Leadership	<p>Northouse: Chap. 16, pgs. 423-439, 448-449</p> <p>ANGEL Article: <i>Leading with Integrity</i> by Hudson</p> <p>Kouzes/ Posner: Truths 9-10 & Epilogue, pgs. 119-164</p> <p>Lowney: Chapter 11</p>	
9/6	<p>Integration-What does it all mean to me?</p> <p>Practical applications and next steps</p> <p>Team Presentations (5 presentations)</p> <p>Course Evaluation & Celebration</p>	Lowney: Chapter 12	Assignment # 5 Team Project Presentations
9/9	<p>NO CLASS- Assignments Due by 5:00pm posted in drop box on ANGEL or via email</p>		<p>Evaluation of project team experience</p> <p>Assignment # 6 Reflection & Leadership Growth Plan</p>

Relevant Resources on Nonprofit Leadership

- Arrien, A. (2001). *Working Together: diversity as opportunity*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.
- Bolman, L & Deal, T. (2001). *Leading with soul*. San Francisco: John Wiley & sons, Inc
- Collins, J. (2001). *Good to Great*. New York: HarperCollins Publishers Inc.
- Crutchfield, L.R, Grant, H.M. (2008). *Forces for good*. San Francisco, CA: Jossey-Bass, Inc.
- Drucker, P.F. (1990). *Managing the nonprofit organization*. New York: HarperCollins.
- Gardner, H. (1995). *Leading minds: an anatomy of leadership*. New York: BasicBooks.
- Gardner, J. (1990). *On leadership*. New York: The Free Press.
- George, B. (2007). *True north*. San Francisco: John Wiley & sons, Inc.
- Goldsmith, M. Greenberg, C., Robertson, A, Hu-Chan, M. (2003) *Global leadership: The next generation*. Upper Saddle River, NJ: Prentice Hall.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership*. Boston: Harvard Business School Press.
- Hackman, J.R. (2002). *Leading teams: setting the stage for great performance*. Boston: Harvard University Press.
- Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge: Harvard University Press.
- Heifetz, R.A. & Linsky, M. (2002). *Leadership on the line*. Boston: Harvard Business School Press.
- Howe, F. (2004). *The nonprofit leadership team*. San Francisco: John Wiley & sons, Inc.
- Kouzes, J, Posner, B. (2002). *Leadership: the challenge*. San Francisco, CA: Jossey-Bass, Inc.
- Lipman-Blumen, J. (2005). *The allure of toxic leaders*. Oxford: Oxford University Press
- Simons, G.F. (1993). *Transcultural leadership: empowering the diverse workforce*. Houston, TX: Gulf Publishing Company.
- Wheatley, M. (1999). *Leadership and the new science: discovering order in a chaotic world*. San Francisco: Berrett-Koehler.