Department	10 Business Administration
Course title	**The practice of Leadership: traits, skills and recommendations**
Course number	5.3.45 / 6.3.45
Hours per week (SWS)	4
Number of ECTS credits	5
Course objective	By the end of the course, students will: 1) Understand and identify major theories of leadership (Foundational Knowledge). 2) Confidently describe and apply leadership theories, skills, and behaviors into real world settings (Application). 3) Critically analyze major leadership theories' strengths and weaknesses, practicality and personal utility through personal reflections and group interactions (Integration Learning). 4) Learn to view one's self-awareness for leadership and followership in meaningful ways (Human Dimension); and a. Demonstrate excitement about leadership as a broad, complex, socially constructed, and multidisciplinary field of study that is more about people than procedures (Caring).
Recommended reading	Northouse, P. (2012). Leadership: Theory and practice (8th ed.). Thousand Oaks, CA: Sage. Schindler, J. H. (2015). *Followership: what it takes to lead.* New York, New York: Business Expert Press, 2015. ISBN- 13 978 160649732-6 (Also available through UAlbany Library at https://ebookcentral.proquest.com/lib/albanyedu-ebooks/reader.action?docID=1865052) Jerry II, R. H. (2013). Leadership and Followership. *University of Toledo Law Review, 44* (2), 345-354.
Assessment methods	ModA
Language of instruction	English
Name of lecturer	Prof. Dr. Martha Asselin, Prof. Dr. Dominik Hammer
Email	dominik.hammer@hm.edu
Course content	**Course Description:** This course is comprised of experiential learning and engagement activities to complement the lecture. The lecture will introduce foundational leadership concepts and theories essential to understanding leaders' role within organizational settings. The course emphasizes various definitions of leadership and key theories exploring how individuals lead and follow, facilitate team dynamics, and address organizational challenges. In addition, students will have the opportunity to further examine their own leadership style through various leadership assessments and reflection exercises. Application of foundational knowledge will be demonstrated in written assignments and oral (video) presentations. **Writing Expectations and the Value of Reflection** Leaders have a continuing responsibility for effective communications within their organizations and with their communities. They are frequently called upon to present concise, detailed communications that address a broad range of public and professional concerns. As many of these communications are written, their ability to structure ideas clearly and to express them effectively in suitable format is a major consideration in preparing students for the challenge of their professional work. The evaluation of student work will be based on the concept of developing the student as an effective leader. To this end, the student should strive for all writing to be of a professional quality, that one would be willing to share with leaders in the workplace. All work will be evaluated based on clarity of thought and organization of paper; incorporation of salient and cogent resources and/or evidence; and assertion of autonomous judgment. For each assignment, students are expected to draw on a breadth of materials to support arguments and ideas. Sources should be limited to books, peer-reviewed articles, and primary data sources. While convenient, the internet can be a precarious source of information as the accuracy of information is often questionable. Only use internet sources if you are certain of the veracity of the source. **Listening and Speaking Expectations**

Respect is always modeled and expected. Open and honest communication is encouraged. Students will be provided with an opportunity to express personal views and share individual experiences. This course will embrace, honor, and celebrate both diversity and commonality of human experience. Students will be exposed to various perspectives that may differ from their own. This learning promotes deeper appreciation and understanding of differences to dispel stereotypes, and supports a climate built on trust and mutual respect.

Not all discussions need to become debates. Students are encouraged to 'listen and learn.' Students will listen to the perspectives of others, learn from one another, and engage in shared ideas to grow deeper understanding and knowledge. Participants agree not to interrupt or label others' viewpoints.

Course Assignments
Self-Reflection Papers: A key component of leadership development is one's ability to engage in self-reflection. Each student will be required to submit short self-reflection essays (no more than 2-3 pages each with 12 pt. font, double spaced, 1-inch margins) utilizing the reflective approach to analyzing the factors, biases and influences that have shaped who you are as a leader. Reflections are to incorporate readings, assessments, lessons, and course material.

Team Leadership Profile Project Presentation: The effectiveness of learning increases when students can create connections between their learning in the classroom and their life experiences (Knowles, Holton, & Swanson, 2005). Students, working with their assigned team, will select a popular movie/video clip that is about three minutes in length. This project requires the student to use this media clip to clearly describe at least three leadership theories, as described in the Northouse book, that is portrayed in that specific video clip AND at least two leadership concepts or principles depicted by a character who is seen as a leader from the assigned media clip.

The Leadership Profile Project requires the team of students to work collectively and in collaboration. The team will select a 3–5-minute movie clip to use as a foundation for the project. Each team member will select and analyze a leadership theory they believe is depicted in the movie clip. Team members will be providing evidence of how their specific leadership theory was demonstrated by a character, situation, and/or context of the movie clip. The team is expected to blend the work of the individual members into one well-organized, professionally prepared presentation with each member responsible for a different leadership theory.

The Leadership Profile Project Presentation will reflect learning and understanding about leadership theory, concepts, and principles. This will be either a video or slide presentation between 15-30 minutes in length where the team presents to the class the selected video clip and then shares their knowledge, perspective and understanding about the leadership theories depicted within the video clip. The Leadership Profile Project Presentations will be held on the last day of class.

Focused Dialogue and Participation: Students are expected to participate as active learners in the class through both quantity and quality of their involvement. Periodically, students will be required to post a discussion topic, a reaction to an assignment or case study; a reflection on a leadership quote; or such. These dialogues will be posted with enough time given for all class members to respond and interact. Interactions online should be frequent throughout the four weeks (at least every other day with interactions with classmates). The focused dialogue is based on the quality of the student's engagement and discussion, respect for other's views, and consideration of others.