



## Meet your Professor



Jamy Chulak, B.S., RRT  
 Valencia College  
 1800 South Kirkman Road 4-44  
 AHS Building Room 235  
 phone: 407-582-5477  
 fax: 407-582-1984  
[jchulak@valenciacollege.edu](mailto:jchulak@valenciacollege.edu)

## Office Hours

Location	DAY	FROM (am/pm)	TO (am/pm)
10-235 and 10-226	M	9 AM	11 AM
10-235 and 10-226	T	8 AM	9 PM
10-235 and 10-226	W	9 AM	11 AM
10-235 and 10-226	TH	8 AM	9 AM
10-235 and 10-226	F	9 AM	10 AM

## Classroom Location, Day, & Time

Virtual

## Introduction to the Course (CRN 17212)

This course involves the study of the theories, principles and skills needed to function in a leadership position. Emphasis is placed on the development of competencies applicable to not only your professional practice but also your role as a member of the community. Minimum grade of C is required if used to satisfy Radiologic and Imaging Sciences B.S. degree requirement.

## Textbook



Leadership Theory and Practice. Peter G. Northouse, 6<sup>th</sup> Edition  
ISBN: 9781452203409

## Valencia College Core Competencies

The Valencia Student Core Competencies (Think, Value, Act and Communicate) are an established component of the College's curriculum development and review process. A detailed overview can be found in the current Valencia catalogue or the Valencia Website: <http://valenciacollege.edu/competencies/>. Developing these core competencies will be enhanced through critical thinking exercises, classroom discussions, and reasoned choices made by acquiring, analyzing, synthesizing, and evaluating knowledge. You will also need to read, listen, write and speak effectively.

## Overall Course objectives/Outcomes

1. Differentiate between specific leadership theories and principles.
2. Analyze leadership behavior.
3. Apply the theories of motivation to identify factors that motivate you and others.
4. Identify the basic components of communication and the factors that affect communication effectiveness.
5. Demonstrate effective communication skills.
6. Given scenarios involving conflict, propose strategies to resolve the conflict.
7. Apply critical thinking skills in conflict resolution, problem solving and decision making scenarios.

## Students with Disabilities

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. (West Campus SSB room 102, 407-582-1523)

## Academic Honesty

Students are expected to be in complete compliance with Valencia College policy on academic honesty. This policy is written in the Valencia College Catalog and Student Handbook. Academic honesty, in terms of documentation, means that you have not stolen another's ideas and misrepresented them as your own; you have given credit where credit is due. As in most areas of life, let common sense and common courtesy rule and help keep you from inadvertently committing an act of plagiarism.

## Atlas

Students will need to check their Atlas account daily for email, helpful hints and updated information. <https://atlas.valenciacollege.edu/>

## Blackboard

This course will be entirely online. The student will be required to complete assignments, examinations and participate in discussion topics online. Any problems or questions must be communicated to the instructor in a timely manner. <https://online.valenciacollege.edu/>

## Course Disclaimer

These course requirements may be changed with notification, as deemed necessary by the instructor due to unforeseen circumstances.

## Grading Considerations

- All late assignments will result in an automatic grade reduction of 10%.
- No assignment or test will be accepted after one week past the due date.
- Quizzes and online discussions may NOT be made up beyond the due date.

## Withdrawal Policy:

Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the established deadline for a particular term will receive a grade of "W." A student is not permitted to withdraw after the withdrawal deadline. A faculty member MAY withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of "W." Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F." For a complete policy and procedure overview on Valencia Policy 4-07 please go to: <http://valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=75>.

## Grading Scale

- A= 90-100
- B= 83-89
- C= 75-82
- D= 70-74
- F= Less than 70%

Note: A minimum grade of "C" is required if used to satisfy Radiologic and Imaging Sciences B.S. degree requirements.

## Grade Breakdown

### 30%- Discussions Board

*Discussion Rubric* (available on blackboard)

Rubric Detail

Criteria	Levels of Achievement			
	No Progress	Introductory	Proficient	Mastery
Knowledge of Content	0 to 3 points Participation inadequate	4 to 6 points Comments/questions reflect that the student read or understood only part of the content or included few/no references to readings.	7 to 8 points Comments/questions reflect that the student read the intended material but has misunderstood key points. References are appropriately interwoven to support a position but not consistent with APA formatting.	9 to 10 points Comments skillfully applied ideas, facts, etc. from readings related assignments and references in building a position.
Critical Thinking	0 to 3 points Participation inadequate	4 to 6 points Comments contained only one or none of the following elements: expansion of topic, bringing in additional perspective and promoting additional discussion.	7 to 8 points Comments contained only 2 of the 3 elements: expansion of topic, bringing in additional perspective and promoting additional discussion.	9 to 10 points Comments were pertinent and demonstrated critical understanding of the topic by expanding the issue, bringing in additional perspective and promoting additional discussion.
Participation	0 to 3 points Participation inadequate Posts less than the stated required number.	4 to 6 points Student contributions were based on conversations that had moved on and not clearly related to the learning topic.	7 to 8 points Student generally contributed in a timely way and met posting deadlines.	9 to 10 points Student contributions made in a timely way consistent with the flow of the discussion and posting requirements.

### 20%- Weekly Journal: (will be averaged towards final grade)

Weekly journals will be located within the Assignments tab for each section. They are due at the end of each week following your reading assignments and discussion board activities. Your weekly journal will allow you an opportunity to summarize your learning and communicate ideas in the written form.

### 20%- Quiz: (will be averaged towards final grade)

Quizzes may or may not be announced. Quizzes will be given at the beginning of class and online. The content of each may include assigned reading material and/or previously covered material. Each quiz will be timed.

### 30%- Leadership Analysis Paper (will be averaged towards final grade)

We will be evaluating both academic and personal perspectives of leadership. This assignment provides you with the opportunity to research a personal perspective of a leader you believe was/is extraordinary. Choose a leader that may not be familiar to you. Consider individuals who in some way have made a positive contribution to society, including both men and women. This leader can be from any walk of life (healthcare, business, the arts, humanities, politics, etc.) but may not be a fictional character. Prepare an analysis of the leader that includes the following information and connects to our readings and class learnings:

**Key Events:** A short summary of the key events in this leader's life that may have impacted their approach to leadership. **Note:** This is an analysis – not a biography!

**Leadership Approach:** Analyze your leader *integrating the readings and key learnings from class*. Demonstrate that you not only understand but can use the conceptual ideas of the course in a written analysis.

Areas that you could include in the analysis, but are not limited to:

-How did this person approach their role as a leader? Does this leader demonstrate any of the leadership perspectives we covered in our readings and discussion? How does this leader help you develop valuable insights about leadership that you may put into practice? Provide examples of their actions. What was or is the impact of these actions?

-How did this leader set and/or support the mission of their organization, actualize goals, and sustain commitment?

-What distinguishes this leader from others whom you may admire? What makes this leader special – extraordinary?

-How does your leader build trusting partnerships that ensure successful collaboration and performance? Was this leader “authentic”? What actions support your position?

**Principles and Values:** What were the leader's espoused principles and values that framed their approach as a leader. How did they put these principles/values into action? Were their actions different than their espoused principles and values? How did these values and principles impact their company's culture? Was there a link between their values and principles and company results (financial, retention, other)?

**Response to Challenges:** Did the leader face significant challenges? How did they react to these challenges? What did these actions say about their leadership ability?

**Results:** What significant results were they able to achieve (you may wish to validate these results from sources other than one biography). How did their approach to leadership contribute to their results?

**Personal Perspective:** Why did you believe this leader was extraordinary? After researching this leader do you still believe they were an extraordinary leader? Why or why not?

**Follow-up:** Clearly discuss how each element of this analysis ties to your personal leadership and actions. How does this impact your view of leadership? What will you do differently as a leader based on what you learned?

The paper should be **10 pages** in length, in Times New Roman 12 pt. font, with one-inch margins on all sides. It should include a cover page and a reference page of your sources. As with all course assignments, the paper must meet APA – styled formatting requirements.

## Criteria for Evaluation:

*-Completion of the Requirements Identified Above.*

*-Understanding and Integration of Theory. Demonstrate that you not only understand but can use the conceptual ideas of the course in written discourse. You should also demonstrate that you can translate and weave the conceptual ideas of the course into your own thinking and reasoning, and interlace these ideas into your everyday practice.*

*-Reflectiveness. Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.*

*-Writing Style. A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.*

## Course Itinerary

<b>Week 1</b>	<b>Introduction: Leadership Defined</b> -Northouse chapter 1 -weekly discussions and assignments listed in content page
<b>Week 2</b>	<b>Trait Approach</b> -Northouse chapter 2 -weekly discussions and assignments listed in content page
<b>Week 3</b>	<b>Skills Approach</b> -Northouse chapter 3 -weekly discussions and assignments listed in content page
<b>Week 4</b>	<b>Style Approach</b> -Northouse chapter 4 -weekly discussions and assignments listed in content page
<b>Week 5</b>	<b>Situational Approach</b> -Northouse chapter 5 -weekly discussions and assignments listed in content page
<b>Week 6</b>	<b>Contingency Theory</b> -Northouse chapter 6 -weekly discussions and assignments listed in content page
<b>Week 7</b>	<b>Path-Goal Theory</b> -Northouse chapter 7 -weekly discussions and assignments listed in content page
<b>Week 8</b>	<b>Leader-Member Exchange Theory</b> -Northouse chapter 8 -weekly discussions and assignments listed in content page
<b>Week 9</b>	<b>Transformational Leadership</b> -Northouse chapter 9 -weekly discussions and assignments listed in content page
<b>Week 10</b>	<b>Servant Leadership</b> -Northouse chapter 10 -weekly discussions and assignments listed in content page
<b>Week 11</b>	<b>Authentic Leadership</b>

	- <i>Northouse</i> chapter 11 -weekly discussions and assignments listed in content page
<b>Week 12</b>	<b>Team Leadership</b> - <i>Northouse</i> chapter 12 -weekly discussions and assignments listed in content page
<b>Week 13</b>	<b>Psychodynamic Approach</b> - <i>Northouse</i> chapter 13 -weekly discussions and assignments listed in content page
<b>Week 14</b>	<b>Women in Leadership</b> - <i>Northouse</i> chapter 14 -weekly discussions and assignments listed in content page
<b>Week 15</b>	<b>Culture and Leadership</b> - <i>Northouse</i> chapter 15 -weekly discussions and assignments listed in content page
<b>Week 16</b>	<b>Leadership Ethics</b> - <i>Northouse</i> chapter 16 -weekly discussions and assignments listed in content page