



SOCI 3751

SOCIOLOGY OF LEADERSHIP

Instructor:

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Mount Allison University
Course Syllabus SOCI 3751 – Sociology of Leadership
Delivery Method: Online (Moodle)
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Pre-requisite: Sociology 1001, 1201 & 6 (six) 2000 level Sociology credits, or permission from instructor/department.

Course Description:

This course provides hands-on opportunities for students to gain practical skills and experience in public service, social action, and community engagement, and to learn from experienced professionals and acquire relevant skills that can be applied in the work or voluntary sector. Students gain theoretical and methodological understanding of the role of organizational leadership, culture, complexity, and mobilization of resources for change.

Learning Resources:

Required texts: All texts are available at the Mount Allison University Bookstore

1. Allen, S., Shankman, M., & Haber-Curran, B. (2015). *Emotionally intelligent leadership: A guide for students* 2nd Edition. Francisco, CA: Jossey-Bass/Wiley (ISBN: 978-1-118-82178-7) **E-Book Available**
2. Perry, James L. (Editor). (2010). *Jossey-Bass reader on nonprofit and public leadership*. San Francisco, CA: Jossey-Bass. (ISBN: 978-0-470-47949-0)
3. Radcliffe, Steve. (2012). *Leadership plain and simple* 2nd Edition Dorchester, UK: Pearson (ISBN: 978-0-273-77241-5) **E-Book Available**

Other readings, links, videos, etc. will be posted on Moodle.

Course Format:

This course is being offered online only with all materials being posted to Moodle (<http://moodle.mta.ca>).

All students should successfully complete an orientation to Moodle and have tested their access to the website prior to beginning the course. If you are having problems with Moodle, contact the Helpdesk immediately at helpdesk@mta.ca

Course Objectives:

This course will be conducted using the *learning through approach* whereby the actual process of your learning is as significant as the intended content. I would like the course to be student-centered, and I will address each of you as individuals with your own unique set of values, experiences, and strengths. The learning outcomes linked with this course include:

1. An ability to define and recognize individual leadership styles with an emphasis on leadership within educational settings and communities.
2. Comprehension of the *Emotionally Intelligent Leadership* model; the *Future, Engage Deliver* model; and exploration of other leadership models.
3. An understanding of how leadership is constructed in various types of communities.
4. An understanding of strategic issues connected to leadership and the development of conceptual, personal and technical leadership skills to combat obstacles encountered as a leader.
5. A clear understanding for the need to incorporate diversity, inclusion & cultural competency into leadership practices. This includes the examination of leadership from a social justice or equity stance.
6. An ability to transfer theoretical learning into leadership practice.
7. A clear understanding of how student citizenship is transferrable from an academic setting to community at the local, national and global level.
8. Comprehension of service sociology and the ability to apply leadership skills through community collaboration in order to address societal issues and problems.
9. Improved skills in the areas of: critical thinking, inquiry based learning, research, communication and taking a team approach.

Weekly Format:

The general breakdown of each week will be a combination of: review of assigned readings/theory, interactive discussions via the Moodle forum tool, associated reflections and other online assignments, and additional postings such as videos and other media.

Instructor's Role:

The instructor will guide and moderate discussions, provide feedback, answer questions, spark interest in issues, and oversee the online learning community for this course. Faculty will check-in at least twice per week.

Student Expectations:

You are expected to **complete all assigned readings** and to be prepared for discussion and completion of assignments based on text material assigned for each class.

The nature of leadership involves a willingness to be actively engaged and therefore you should be prepared to participate in this course with a **desire to learn, to explore your own potential as a leader, to be engaged, and to practice reflection.**

Regulations (University & Department):

1. **Assignments:** You will need to schedule your assignments and due dates in order to complete all of your course work within the allotted time frame.

Submission: **Assignments must be submitted to Moodle on the assigned due date.** If you need to submit a late assignment, please review the accepted option for doing so with the instructor in advance of the due date.

- **All submitted work must have: the name of the assignment, the name of the instructor, the course name & number, and the name of the student clearly visible on the first page.**
- Note that attendance is mandatory in all Sociology courses, even if there is no participation grade awarded. These policies apply to all courses in Sociology unless otherwise noted on the course syllabus. **(This includes online course engagement).**
- If you foresee a problem in making a deadline or attending a test or other class activity, speak directly with your course instructor as early as possible.
- The Sociology Department has a set of policies for late assignments, missed tests and other class activities. **Late assignments will be penalized at a rate of 5% per day including weekends. Assignments will not be accepted any later than 1 week.** Make-up tests will only be available to students who miss a test due to medical or compassionate reasons. No exceptions. The same applies to student presentations or other missed class activities.
- **SPECIAL NOTE FOR SUMMER COURSE** – *Please note that assignments still have scheduled due dates over the summer months; however, in recognition of summer travel and employment, there will be some flexibility in due dates, BUT only if arranged and agreed upon with the instructor IN ADVANCE of the due date, and NOT for every assignment. Course work may NOT be left until the end of August to complete all at one time.*

Format/Citation Style

All assignments are to be typed using 1" margins, 1.5 or double spaced, in a legible 12-point font and include page numbers. All assignments should be labeled with your name, title of assignment, course name and number, and date. All major course papers/assignments are to follow the APA style of citation. Information on this style can be found by viewing the Mount Allison Library website at <http://www.mta.ca/library/guides.html>. Smaller weekly assignments (reflections, questions, etc.) should use in-text citations to reference course materials.

2. **Academic Honesty and Integrity:** Please note that Mount Allison has academic regulations pertaining to academic dishonesty. The academic calendar defines academic dishonesty and outlines what happens when it occurs:

All students at Mount Allison are expected to conduct themselves in an ethical manner in their academic work. It is the policy of the University that academic dishonesty will not be tolerated. (Mount Allison Academic Calendar, Regulation 6.13).

The Sociology Department's practice is that any work involving plagiarism will be given a grade of zero.

Community Standards in the Sociology Classroom: Respect for all people is required, and diversity & inclusion is celebrated. The Sociology department at Mount Allison University is committed to anti-oppressive teaching and learning practices. An anti-oppressive classroom is one in which students can feel comfortable demonstrating vulnerability through the process of growth and learning (Kumashiro, 2002). An education in sociology is unavoidably personal- we all live in society and we all have experiences that can help us relate to the subject matter (Beaman, 2003). Lau and Sherman Heyl (1990) have shown that collaborative learning in the sociology classroom can greatly improve learning outcomes and improve student relationships. While we cannot always feel safe, we can constantly strive for a classroom that is a collaborative and safe environment for all students.

In order to create a space where students feel comfortable and collaborative learning can take place, the sociology department expects all students to work toward an anti-oppressive space by doing the following:

- Asking supportive questions to peers and faculty.
 - Demonstrating respect for others by actively listening when someone else is talking.
 - Practicing peer support by encouraging fellow students when they are nervous or anxious speaking in class or presenting their ideas.
 - Upholding respect for diversity by actively recognizing the contributions of international or minority students in the classroom.
 - Maintaining honesty at all times about what you are struggling with and taking responsibility in group projects for your efforts (and admitting the challenges you may experience) in contributing to those projects.
3. **Individual Needs:** If you have specific personal needs related to physical abilities, learning issues, language barriers, cultural sensitivities, etc. I am happy to discuss with you. If you have any questions or need assistance, do not hesitate to ask! **Email is preferred method of communication.**
4. **Mental Health:** Adult learners are not immune to life stressors and events that can overwhelm normal coping strategies. The stress can be particularly acute when one is immersed in demanding academic pursuits such as an undergraduate program at Mount Allison. Mount Allison University's Wellness Centre offers free, confidential services to students aimed at mitigating the impact of life challenges on personal wellbeing and academic performance. Information on the Wellness Centre is available at <http://www.mta.ca/wellness/>. Alternatively, a counsellor can be reached at counsellor@mta.ca. The Wellness Centre is located on the bottom floor in the Wallace McCain Student Centre.

Assignments & Evaluation:

This is a brief description of each assignment and more detailed assignment sheets will be posted.

- 1) Course Activities & Engagement (30%)** – Course activities will involve a combination of forums, online questions, and reflections throughout the course. Each activity will be based on assigned readings and/or additional posted items such as videos, links, etc. You will be graded on providing comprehensive responses to questions/reflections, use of examples and evidence, evidence of having completed assigned readings, use of critical thought, and engagement in course materials. This portion of your mark is also based on timely submission of assignments. **There will be weekly course activities to be completed. For these smaller course activities in-text citations will suffice.**

- 2) **Assignment A: Comparative Leadership Discourse (10%)** – This assignment will involve researching material related to the topic of Consciousness of Self (as per the EIL Model). Students will create a document showcasing these findings combined with written explanations. The second portion of the assignment will involve creating personal mottos. More details will be included on the posted assignment sheet.
- 3) **Assignment B: Leadership for Social Change (15%)** – Students will explore an opportunity to practice and reflect on a service sociology experience. Further details will be provided on Moodle.
- 4) **Assignment C: Diagnosing Organizational Culture (15%)** – Using Part Three of the EIL model text, students are expected to diagnose the culture of an organization. This will be a paper of 1000 words in length and will include 4 sections (outlined in more detail in the assignment posting).
- 5) **Final Project/Paper (30%): Leadership Models and Organizations** – The final assignment may be a research paper or project. **This assignment is in lieu of a course exam.**

Research paper – The topic will be a comparative analysis between the two leadership models that are the main focus of the course, EIL & FED, and a third model of leadership. Research may also focus on the leadership of an individual or company and models used. The paper should be 12-14 pages in length.

Project – Students may also complete a final project such as a video production, web page, analysis of text material, creative performance or artwork. **This project must be connected to course content and include a written analysis of 3-5 pages**. The analysis must explain how the project explicitly relates to the course content and leadership models focused on.

Leadership in Action Option – Students may also choose an employment/volunteer commitment that they have been in engaged in within the last year, and focus on the models of leadership used within this setting, and how their own leadership skills have developed as a result of said role.

Proposal – A written proposal for your final assignment must be submitted by the end of Week 8. The proposal should outline your topic, approach, methodology (if applicable), and contain an annotated bibliography consisting of 5-10 academic references. See the Mount Allison University library webpage section entitled “Research and Citation Guides” for details on how to write an annotated bibliography.

**Course Schedule: Subject to change based on enrolment dates and numbers/
Schedule is based on Monday – Sunday, with weekly assignments due each Sunday.**

Week #	Topics	Weekly Readings	Assignments Due This Week
Week One May 7-13	Course Intro/Defining Leadership	Review Syllabus & Guiding Docs	None
Week Two May 14 - 20	Theories of Leadership	Posted PPT/Article <i>Jossey-Bass Reader</i> Preface/Chpts 1-3	Forum #1

Week Three May 21 - 27	Emotionally Intelligent Leadership – Review Model & Begin Part 1	<i>EIL Text</i> , Intro and Chpts 2-4 (Pp. 1-50) Posted Video	Reflection #1 & EIL Inventory (posted)
Week Four May 28 – June 3	FED Model Introduced	<i>FED</i> Chapters 1-2 <i>EIL</i> Chapters 5-7, Pp. 51-78 Posted materials	Online Questions
Week Five June 4 - 10	Communication for Leaders	<i>Jossey-Bass</i> Chpt 21 <i>EIL</i> Chpts 8-10, Pp. 79-108	Visioning Work Reflection #2
Week 6 June 11 - 17	Emotionally Intelligent Leadership Part 2/Leadership in Practice Key Skills (Conceptual, Human & Technical)	<i>Jossey-Bass</i> , Chpts 17/18 (PPT) Posted materials <i>EIL</i> Chpts 11-14, Pp. 111-148	Online Questions #2
Week 7 June 18 - 24	FED Model – FUTURE Strategic Issues Pt 1 EIL Part 2 Cont’d	<i>FED</i> Chapter 3 <i>EIL</i> Chpts 16, 17, 19, Pp 159-178 & 187-196	Assignment A Due
Week 8 June 25 – July 1	EIL Part 2 Cont’d Event Planning/ Communications Strategies	<i>EIL</i> Chpts 15,18, 20 <i>Jossey-Bass</i> , Chpt 22	Final Paper/Project Proposal Due (Annotated Bibliography)
Week 9 July 2 – July 8	EIL Part 3 FED Model – ENGAGE	<i>EIL</i> Chpts 21-23, Pp. 209-236 <i>FED</i> Chpt 4	Communications Activities/ Lollipop Moment
Week 10 July 9 - 15	Service Sociology/ Leadership for Social Change Strategic Issues Pt 2	<i>Service Sociology & Leadership for Social Justice</i> – Selected Posted Readings	FED/EIL Comparison Questions
Week 11 July 16 - 22	Servant Leadership	<i>Jossey-Bass</i> Chpt 8 PPT/Greenleaf Article	Reflection #3 (Social Justice)
Week 12 July 23 - 29	FED Model – DELIVER	<i>13 Ways...</i> Additional Posted Reading <i>FED</i> Chpt 5	Assignment B Due
Week 13 July 30 – Aug 5	Final Thoughts	<i>EIL</i> Chpt 24 <i>FED</i> Chpts 6-7	Online Forum Reflection #4 (Servant Leadership)
Week 14 Aug 6 - 12			Assignment C Due
Week 15 Aug 13 - 19			Final Reflection Due/Inventory Items
Week 16 Aug 20 - 26			Final Paper/Project Due by Thurs, August 30th 11:55PM

References

- Allen, S., Shankman, M., & Haber-Curran, B. (2015). *Emotionally intelligent leadership: Deluxe student set*, 2nd edition. San Francisco, CA: Jossey-Bass
- Griffiths, Doug & Clemmer, Kelly (2010). *13 ways to kill your community*. Calgary, AB: Frontenac House Ltd.
- Kouzes, James, M. & Posner, Barry Z. (2014). *The student leadership challenge: Five practices for becoming an exemplary leader*, 2nd ed. San Francisco, CA: Jossey-Bass.
- Kouzes, James, M. & Posner, Barry Z. (2006). *Student leadership practices inventory (Student Workbook)* 2nd ed. San Francisco, CA: Jossey-Bass.
- Marshall, C. and Oliva, M. (2010). *Leadership for social justice* 2nd ed. Boston, MA: Pearson Education, Inc.
- Perry, James L. (Editor). (2010). *Jossey-bass reader on nonprofit and public leadership*. San Francisco, CA: Jossey-Bass.
- Radcliffe, Steve. (2012). *Leadership plain and simple* 2nd ed. Dorchester, UK: Pearson.
- Trevino, A.J. & McCormack, K.M. (2014). *Service sociology and academic engagement in social problems*. New York, NY: Routledge.