School of Computing
Department of Information Technology

SECTION 1 - GENERAL COURSE INFORMATION

Course Title:	**Leadership Development**
Course Prefix and Number:	ITEC7220-01
Course CRN#:	82935
Semester & Session:	Fall 2023 2nd Session
Campus Location:	Online
Meeting Days:	Online
Meeting Time:	Online

INSTRUCTOR'S INFORMATION

Name:	**Dr. Valerie Mercer**	
E-mail Address:	Valerie.mercer@mga.edu	
Office Location:	PSC324	
Office Phone Number:	478-471-2801	
Tentative Office Hours:	**Mondays**	9 am to 1 pm
Also available via Microsoft Teams by appointment.	**Tuesdays**	9 am to 11 am
	Thursdays	11:30 am to 1:30 pm

COVID-19 STATEMENT

The University System of Georgia (USG) continues to recognize COVID-19 vaccines and boosters offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated and/or boosted either on campus or with a local provider.

*We encourage our MGA community to adopt a self-care and personal responsibility approach to wellness as positive actions to protect self and others; each of us doing our part to keep the MGA community healthy and campus academics and activities thriving. We ask you to complete the **self report form** if you have tested positive to COVID-19 and review the **Quarantine and Isolation Calculator** to determine the appropriate actions to take. Visit updated information at this website: **https://www.mga.edu/coronavirus/** .*

Carefully review your syllabus, D2L announcements, or email for details.

SECTION 2 - DETAILED COURSE INFORMATION

Course Prerequisite: Admission and Successful Progression in the DScIT Program; Payment of the Leader's Lyceum Additional Fee

Credit Hours: 3

Course Description: This course focuses on leadership development for IT leaders. Students will assess their own leadership attributes, characteristics, and skills and construct a personal leadership development plan. Furthermore, students learn how to become effective IT leaders within organizations.

Student learning outcomes: Upon completion of this course, the students will be able to:
- Assess their own leadership attributes, characteristics, and skills
- Align leadership development with the organization's culture, goals, vision, and mission
- Incorporate best practices in leadership needs assessments and implementation
- Inspire extraordinary performance through transformational leadership
- Achieve leadership success through an understanding of self and others
- Construct a personal leadership development plan

Topics:
- Leadership characteristics
- Leadership self-evaluations
- How to apply specific leadership tactics
- Explore the following leadership styles: behavioral, situational, transformational, authentic, servant, adaptive, ethical, team, and inclusive.
- Manage talent, tasks, strategic planning, and self through leadership best practices.

Required course materials: **Registration and participation in Leader's Lyceum Leader360 Assessment**

Technology Requirement: • Internet and D2L Access; Microsoft Word; Microsoft PowerPoint; All other applications will be web-based and may include required registration to create a free account.
• Webcam (of your choice) or other digital camera to record live video captures to your computer and take single snapshots (may be built into laptop or smartphone).
• Digital Microphone (of your choice) to record audio to your computer (can be a part of a headset, built into a laptop or smartphone).

Library/Learning Resources: As a Middle Georgia State University student, you have complete access to GALILEO (Georgia Library Learning Online), a virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full-text. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. The Middle Georgia State University library also has core collection with locally purchased resources to support this graduate course. Currently the exclusive holdings for the B.S. / M.S. in Information Technology graduate courses are as follows: e-Journals = 1,661, Print Books = 1,164, e-books = 4,325, and DVDs = 66.
The following are examples of online databases that support this undergraduate course. They are available to you through GALILEO and/or institutionally funded subscriptions:

- ACM Digital Library
- Computer Source
- Computing (ProQuest)
- Academic Search Complete
- Research Library (ProQuest)
- Wilson Omnifile: Full-Text Mega Edition
- Google Scholar
- Films on Demand

Tutoring is available free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website at http://www.mga.edu/student-success-center/. SSC tutoring sessions may be scheduled online and face-to-face through the "Book an Appointment" link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

SECTION 3 - COURSE ASSESSMENT INFORMATION

This course/seminar serves as an in-depth self-evaluation leadership study for the DScIT degree candidate.

Most of this introductory course will be treated as a workshop for reflecting on leadership styles and traits as well as the student's leadership development. There are strict deadlines for pre-work, and there are specifics that Leader's Lyceum sets, so please adhere to those deadlines.

Discussions and journals related to the students' reflections on their journeys (including short assigned readings related to relevant research) will be required weekly. The remainder of the class will be dedicated to understanding one's self through the Lyceum360 leadership evaluation experience. In addition, students will have discussions and chronicle their reflections in a journal/blog based on short assigned readings related to the norms, professional expectations, and common challenges of the leadership journey.

Discussions. Students will make a post based on the prompt and are required to review and comment on at least two submissions.

Journal/Blog Entries. Students will develop and sustain a journal throughout their time in the program. Medium for journal/blog is student choice. Please pick up from the journaling experience you started at the beginning of your courses in ITEC7000 Doctoral Seminar.

Leadership Development Plan. This will be a comprehensive self-study complete with goal setting and a growth plan.

CRITERIA FOR DETERMINING THE FINAL COURSE GRADE

Final grades are computed based on a 100 point scale.

Discussions (3)	15%	These are individual assignments. Students are expected to respond to multiple discussion posts of other students.
Journal Entries (2)	20%	Medium for journal or blog is the student's choice. Journal is to be used for reflection purposes throughout the Lyceum360 experience.
Leadership Development Plan	65%	This plan is the student's opportunity to craft a leadership skills and traits development plan based on the Lyceum360 experience.

Assignments will be graded based on the following:

Excellent	The quality of work meets the doctoral requirements in both originality and mastery of material. This is equivalent to an A grade.
Satisfactory	The work meets the minimum requirements. The work is short of excellence, originality, and does not fully demonstrate mastery of material. This is equivalent to a B grade.
Unsatisfactory	The work is deficient as the minimum requirements have not been. This is equivalent to an F grade.*

* Anything below a Satisfactory (B-level) is deemed to be a failing grade.

Final course grades will be as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or less

SECTION 4 - INSTRUCTOR-SPECIFIC POLICIES

Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using D2L.

Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

The instructor is required to report "no-shows" or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

Ther are aspects of this course set by Leader's Lyceum. Those requirements set by Leader's Lyceum must be respected and adhered to for the use of their instrument and related results.

SECTION 5 - TENTATIVE COURSE SCHEDULE AND OUTLINE

The schedule below contains class activities, assignments, and deadlines. Note that the course schedule is "tentative" and subject to change based on student and/or pedagogical needs. All changes will be announced and posted on the course website.

Week	Materials	Activities	Due Dates
Week 1	Review of Syllabus Lyceum360 Instrument Explained Video Leadership Types Overview Video	Leader's Lyceum Registration Complete the Leadership Characteristics Questionnaire at https://forms.gle/HNtm6BRMd3gzAEm4A. Your results will be emailed to you. Determine which characteristics are your top five. Discussion #1: Elevator Speech Intro + "Your Top Five Leadership Characteristics" based on characteristics questionnaire. Who are you and how do you lead (based on the leadership characteristics)?	Successful registration for Lyceum360 and Discussion #1 (can be written response or a 1-2 minute video pitch) completion due by Sunday, October 8 at 11:59 pm. ** Students will need to send reminders to those filling out the Lyceum questionnaires.
Week 2	Video on Leadership Traits We are looking for questions this week.	Discussion #2: Using the question burst challenge technique, what are the questions that modern day technology leaders should be asking?	Discussion #2 graphic or response completion due by Sunday, October 15 at 11:59 pm.

	Read the article and watch embedded videos at https://medium.com/decathlontechnology/10-tough-questions-for-your-chief-technology-officer-ae5be0d5f41 .	See the question burst challenge at https://youtu.be/ATFxGSywAcU	** Students will need to send reminders to those filling out the Lyceum questionnaires.
Week 3	Video on Situational Leadership vs. Behavioral Leadership Read "The CIO Challenge: Modern Business Needs a New Kind of Tech Leader" https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/the-cio-challenge-modern-business-needs-a-new-kind-of-tech-leader	Discussion #3: Use one of several suggested artificial intelligence tools to craft a graphic on "What depth of IT knowledge should a CIO have to be effective?" Make sure the graphic aligns with your personal philosophy. Students send reminders to those filling out Lyceum questionnaires.	Discussion #3 graphic due by Sunday, October 21 at 11:59 pm. ** Students will need to send reminders to those filling out the Lyceum questionnaires.
Mid-Term Grades October 25			
Last Day to Withdraw with a "W" October 27			
Week 4	Path-Goal and Leader-Member Exchange Approach to Leadership Video Two live Meet and Analyze Sessions will be offered via Microsoft Teams that week.	Students participate in one of two live online sessions offered to review Leader's Lyceum results. Sessions will be recorded for students who are not available to participate. Journal Entry: Based on the analysis, students will create the Top 3 competencies and Growing 3 competencies document to be a part of their Leadership Development Plan. (final project) As part of Journal Entry #2, students will also create a hidden strengths and a blind spots document to be a part of their Leadership Development Plan. (final project)	Journal Entry due by Sunday, October 28 at 11:59 pm. Leader's Lyceum Analysis work begins. The related comprehensive leadership plan will be due by the end of the course. ** Students will need to send reminders to those filling out the Lyceum questionnaires.
Week 5	Transformational Leadership video (Wendy Hirsch) Complete the online Transformational Leadership Questionnaire.	Students will analyze results of transformational leadership questionnaire and Leaders Lyceum results to continue to refine their Leadership Development Plan.	Students will use transformational leadership questionnaire data to analyze/supplement the Leadership Development Plan.

			Continued work on the Leadership Development Plan.
	Read "How the best leaders build trust" by Stephen Covey. https://leadershipnow.com/CoveyOnTrust.html.		
Week 6	Authentic/Servant Leadership Video

Complete the online Authentic Leadership Questionnaire.

Listen to "The Hidden Obstacles You Don't See" https://hiddenbrain.org/podcast/work-2-0-the-obstacles-you-dont-see/. Are we being authentic in our leadership by examining all aspects versus what seems obvious? | Students will analyze results of authentic leadership questionnaire and Leaders Lyceum results to continue to refine their Leadership Development Plan. | Students will use authentic leadership questionnaire data to supplement/analyze the Leadership Development Plan.

Continued work on the Leadership Development Plan. |
| Week 7 | Ethical and Adaptive Leadership Video

Read "What Kind of Leader Do You Want to Be?" Rebecca Newton Harvard Business Review. https://hbr.org/2015/01/what-kind-of-leader-do-you-want-to-be | Journal Entry #2: Think back to the Leadership Characteristics Survey you completed in Week 1 along with all of the leadership questionnaire results and Leaders Lyceum results. Does your elevator pitch of your top leadership characteristics remain the same or has it changed after multiple self-examinations and reflections? Explain. | Journal Entry #2 due by Sunday, November 19 at 11:59 pm.

Continued work on the Leadership Development Plan. |
Thanksgiving Holidays November 19-26			
Last Day of Class November 28			
Final Exams November 29-30			
Week 8	Team and Inclusive Leadership Video

Listen to Coaching for Leaders at https://podcasts.apple.com/us/podcast/the-starting-point-for-inclusive-leadership-with/id458827716?i=1000566181772. | Students will refine the Leadership Development Plan. This plan will also include a goal series to "follow up" with respondents based on Lyceum360's recommendations. | Leadership Development Plan due by Thursday, November 30 at 11:59 pm. |

SECTION 6 - COURSE EXPECTATIONS

EXPECTATIONS

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The instructor is required to report "no-shows" or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

ATTENDANCE POLICY

Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week, will be penalized on the participation portion of the grade. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized. This policy holds for face-to-face and hybrid courses.

Students that do not submit any work for more than 14 consecutive days in an online course or partially online course may be assigned a failing grade for the course.

The MGA policy on attendance is found in Section 5.04.05 of the Faculty Handbook and in the Academic Catalog (https://mga.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Policy-and-Information/Course-Policies/Attendance-Policy).

CLASS BEHAVIOR EXPECTATIONS AND CONSEQUENCES FOR VIOLATIONS

Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct." Student Code of Conduct, Responsibilities, Procedures, and Rights are found at http://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45.

STUDENT WITHDRAWAL POLICY

Students are encouraged to read the withdrawal policy found at https://www.mga.edu/registrar/registration/drop-add.php before dropping/withdrawing from the class.

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed. https://www.mga.edu/registrar/

Students may withdraw from the course and earn a grade of "W" up to and including the midterm date, which occurs on *October 27, 2023.* After this date students who withdraw will receive a grade of "WF." https://www.mga.edu/academics/calendars/index.php

POLICY ON ACADEMIC MISCONDUCT
As a Middle Georgia State student and as a student in this class, you are responsible for reading, understanding, and abiding by **Middle Georgia State's Student Code of Conduct.**

Quoted directly from the Student Handbook, I believe it is important that you recognize and understand the following about plagiarism and cheating:

1. *Individuals will fulfill their academic responsibilities in an honest and forthright manner.*

Examples of prohibited behavior include but are not limited to: plagiarizing another's work (such as using another's phrasing, concepts or line of reasoning as your own without giving proper credit to the author or creator); submitting course assignments that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating (the use of any unauthorized means to gain academic advantage on assignments, laboratory reports or examinations); acquiring or using test materials without faculty knowledge; accessing any information, resource, and/or means of communication during an exam or assignment without specific authorization from the professor; failing to follow class policy; obtaining academic benefits through computer fraud or unauthorized access; engaging in academic fraud alone or with others; using material downloaded off Internet without proper citation; illicitly attempting to influence grading; failing to abide by test-taking procedures. The MGA Withdrawal Form, is available online or in the Office of the Registrar. The entire Student Code of Conduct is included in Middle Georgia State's Student Handbook and is available online at https://www.mga.edu/student-conduct/

The penalty for academic misconduct is a grade of zero for the work involved and will be referred to the Dean of Students. Subsequent academic misconduct results in a failing grade for the course.

PLAGIARISM POLICY
A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

POLICY ON DISABILITY/ACCESSIBILITY ACCOMMODATIONS
Students seeking ADA accommodations must contact Middle Georgia State University Office of Accessibility Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. https://www.mga.edu/accessibility-services/

DELAYED OPENING OR CLOSING OF THE UNIVERSITY
If class is unable to occur for an opening or closing of the university, go to the online webpage of the course for additional instructions. If there are no additional instructions provided on the course homepage news section, then just plan to meet at the normal next regularly scheduled meeting for the course. Knight Alert can be used to check or https://www.mga.edu/police/alert/index.php

ONLINE COURSE EXPECTATIONS

1. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.

2. Students are required to have access to a computer and the Internet.

3. All course materials (i.e. course syllabus, course content, the assignments and the schedule of activities, etc.) are posted in Brightspace D2L course/class web site.

4. Official institutional email (MGA or D2L) is used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students.

5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.

6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all the following methods: a graded discussion activity that is integral to student engagement and learning; a graded assignment/project/examination.

Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment.

ONLINE DISCUSSIONS AND POSTINGS

Expectations for Achieving Responsible Online Discourse

One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. In order to demonstrate these shared values, you are encouraged to consider how your tone, word choice, and content may affect other readers. Some ways people achieve responsible public electronic discourse include

a) calling each other by name on the screen,
b) using smiley faces =) to clarify meaning if a writer's tone might be ambiguous,
c) clarifying with someone courteously before "flaming" back a quick response, and
d) refraining from publishing or forwarding any questionable jokes or strong language that could offend various readers.

Guidelines for Online Discussions

Not only respond to your instructor's questions, but carry on a dialogue with your classmates as well. This is a discussion, not just a question and answer session, and is one of the items that make a good online course and establishes community. If you only respond to your instructor's question it makes the discussion more of an "exam" rather than a dialogue.

Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.

Read all postings from your classmates, not just those from the instructor. Sometimes future questions are based on the insights of your classmates.

When you reply to a post, don't just say "I agree". Give the person or person's name you are agreeing with and be sure to put the reply in the right thread. Also include a brief sentence or two summarizing what they said that you are agreeing with and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.

If you express an opinion, support it with material from our readings or other sources if applicable. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important! **Count on checking the class website for assignments or discussions at least twice or more per week.**

HB 280 CAMPUS CARRY LEGISLATION

https://www.mga.edu/police/campus-carry.php

END OF COURSE EVALUATIONS

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

STUDENT RESPONSIBILITIES
Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the Syllabus Policy page.

ACADEMIC MINDSET BELIEFS
The course activities/assignments in this course concerning the Academic Mindset shall contribute to your growth, self-efficacy, the relevancy of academic experience, and a sense of belonging. Throughout this course, growth mindset will be strengthened through activities/assignments by constant engagement. The following growth mindsets belief statements are the bedrock of this course and shall be acclaimed into mind by each student:

- I can strengthen my abilities through effort.
- The work in this course has value and purpose for me.
- I embrace new challenges.
- I will succeed if I put effort into my work.
- I will learn from success and failure to continue to improve.
- My effort and attitude are important to my future.