Syllabus for ITM 705: Leading the IT Function

Prerequisites

None

Course Description

This course focuses on the difference between and application of management and leadership theories in an IT environment. Utilizing an array of assessment activities, students will identify and understand one's own personal assets and liabilities to become an effective leader and agent of change in a complex adaptive system.

Course Learning Objectives

Upon completion of the course, you will be able to do the following:
1. Understand the historical and current leadership theories in a personal, local and global context related to IT Management
2. Identify their own personal leadership identities and how that shapes IT leadership and followership.
3. Assess how ethics, morals, and values relate to their leadership dilemmas.
4. Demonstrate effective communication skills in an IT context with an emphasis on the written communications.

Course Alignment with Program Outcomes:

This course addresses the following competencies and program outcomes of the Master of Science in Information Technology Management:

Competency B: Lead and manage technology functions, projects, and personnel
    o Program Outcome 5: Develop organizational leadership skills relevant for IT management
    o Program Outcome 6: Lead IT personnel to meet organizational needs

Competency C: Demonstrate effective professional collaboration and soft skills appropriate for technology settings
    o Program Outcome 8: Demonstrate the ability to effectively communicate with stakeholders across the organization
    o Program Outcome 9: Demonstrate professional behavioral skills accounting for ethics, diversity and cultural sensitivity

Course Activities and Assessments

A variety of journal entries, self-assessments and leadership papers are used to assess your learning. You will also use discussion boards to share, evaluate and reflect on what you have learned in the course.

Most of the assignments have a rubric associated with them. Rubrics attached to an assignment may be tricky to locate, so consult the *Canvas Quick Guide* in the **Course Information section of the course** for more information on how to do so.

Course Outline

The course is organized into the following sections:

Module #	Topic
1	**Leadership in context** a. Leadership vs management b. Basic history of leadership c. Establishing a personal definition of leadership
2	**Leadership traits** a. Identifying leadership traits in yourself. b. Finding and relating traits of workplace subordinates and/or peers (group dynamics) c. Traits in an IT workplace
3	**Strengths approach** a. Strengths in comparison to traits. b. Unrealized Strengths, Realized Strengths, Learned Behaviors, Weaknesses. c. Identify and develop personal strengths (Talent x Investment = strengths).
4	**Philosophy and styles** a. Theory X, Theory Y, b. Authoritarian, Democratic, Laissez-Faire Style c. Leadership styles in practice
5	**Attending to Tasks and relationships** a. Task and relationship style. b. Styles in practice.
6	**Developing leadership skills.** a. Administrative skills: managing b. Interpersonal skills: social, emotional, interpersonal conflict c. Conceptual skills: future-looking, problem solving
7	**Creating a vision** a. Picture. Change. Values. Map. Challenge. b. Articulating vision c. Implementation
8	**Cultivating a Constructive climate** a. Structure b. Norms c. Cohesiveness

d.   Standards of excellence

  Addressing Out-group members
  a.   Group formation.
9   b.   Consequences of group formation.
  c.   Listening to out-group member: strategies

  Handling conflict
  a.   Communication
  b.   Context for conflict: beliefs & values, goals
10   c.   Relational conflict: esteem, control, affiliation
  d.   Handling conflict in practice

  Ethics
  a.   Character
  b.   Actions
  c.   Goals
11   d.   Honesty
  e.   Power
  f.   Values

  Overcoming Obstacles
  a.   Path-Goal leadership
  b.   Expectancy theory
  c.   Directive leadership
12   d.   Supportive style
  e.   Participative leadership
  f.   Achievement Oriented style

Course Policies

Communication

One of the most important skills you learn at the university is how to effectively communicate with busy people. One key communication principle is to select your communication channels based on your purpose and the attributes of the message. Therefore, we will use a variety of methods to communicate during the semester.

General Discussion Area
I will use Canvas to post announcements and answer general questions. You can also post questions for classmates in the Discussion area of the course.

Grading

Assignments	Points
Leadership Journal Entries 12 x 12 points	144
Discussions 12 x 15 points each	180
Self-Assessment Essay 2 x 50 points	100
Leadership Portfolio 150 points	**150**
Total	**574 points**

Letter Grade	Percentage
A	100-90%
A-	<90-85%
B+	<85-80%
B	<80-75%
B-	<75-70%
C+	<70-65%
C	<65-60%
C-	<60-55%
F	<55-50%

Course Assignments

Discussion Forums: This is an online, asynchronous course. As such, participation in the online discussion forums demonstrate your engagement and attendance. You are expected to do weekly assigned reading and watch/read the online weekly video introductory lecture *before entering discussions*. Please post at least *two times* (one individual post and one reply to a classmate) *– but no more than four times* per week after you have read/viewed the week's lecture.

1. Discussion prompts will be posted on Mondays by 12:00 p.m. (CST). Your original response, referencing the question(s) and assigned readings, is due by Thursday at 11:59 p.m. (CST). Your initial response must be substantive and should be approximately 400-600 words. Your required once/week response to a classmate's post is due on Sundays by 11:59 p.m. (CST).

2. When responding to a classmate, it is not acceptable to simply say "I agree" or "I disagree but should instead contain personal experiences or reference research. Responses not meeting that criterion will not count toward your two weekly minimum required posts.

3. Discussion Kindness – although you may be tempted to respond to everything you see, please be respectful of other students' time and do not "over-post" on the boards. Remember, we are all working and balancing lives and this class is an added activity. In addition, please be respectful when responding or originating posts. It is fine to disagree; however, please do so in an appropriate manner.

Self-Assessment Essay: (Pre-Test) Utilizing an assessment tool of your choice (options will be provided in the module), provide an honest assessment of your current strengths and weaknesses as a leader. The 2-4 page

essay should address each strength or weakness with a paragraph, including examples. This may include traits described in the readings; however, it is not required. The goal is to identify which traits you can improve upon and an action plan describing where and how you will improve upon the identified traits.

(Post-Test) Toward the end of the course, you will utilize the same self-assessment tool to determine if your leadership style/traits have changed throughout the course. It is perfectly acceptable for the results to remain the same; however, your understanding of the impact or application of such traits should evolve. In 2-4 pages, please describe how your strengths and weaknesses as a leader have changed (or not) and how that affects your overall leadership action plan. This essay must include *at least* five course/outside research resources.

Leadership Journal: Throughout the course, you are expected to maintain a leadership journal. This should include your personal leadership moments or leadership experiences you encounter (good or bad). Please describe what you or the other person did well or how the experience could have been improved. This is not intended to be an arduous task; entries can be unedited as long as they include leadership qualities you saw or exhibited and how that ties into your leadership goals. You will record at least one entry/week but no more than two.

Leadership Portfolio: This is your final paper, equivalent to your "final exam". This will be an 8-10 page portfolio integrating your leadership materials, course readings, and at least one outside research source (5-10 sources total). It will be double-spaced, follow APA writing style, and include these parts:

• First, you will describe the most important insights on leadership you have learned from this course and how they are personally meaningful to you (this can be career or life related). Please include what leadership style(s) or approach (es) you feel is/are relevant to you citing class or outside research.

• Second, provide a factual description and a critical self-assessment and analysis of important leadership challenges, opportunities and/or dilemmas you have faced, how you specifically responded in those situations; and the overall success or failure of those outcomes. It is perfectly acceptable to utilize edited portions of your leadership journal for this section.

• Strength Assessment: You should then use these experiences to arrive at a list of top four or five personality traits that exemplify your successful leadership qualities. Please also describe the situations or settings where these traits most benefited you as a leader.

• Weaknesses/obstacles: Similar to your strength assessment, please describe four or five traits that hold you back from fully realizing your leadership potential. Again, please include what specific environments or situations have typically hindered your growth as a leader.

• In part three, you should outline, in detail, a career progression plan for the next five to ten years. This part should also explain how such a plan would help you leverage the leadership skills you already possess and help you acquire the ones you don't have but need, as identified in part two above.

• It is expected that this report will include previously completed work such as entries from your journal log, takeaways from your pre- and post- self-assessment essays, and insights from your discussion forum posts. That is completely acceptable and encouraged. However, it is also expected that your paper include supplementary materials such as course readings and outside research to support your findings (5-10 sources).