

Foundations of Leadership

Foundations of Leadership, Spring-Summer 2014

Instructor:

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Office: Room 257, Student Services Building (Flag Building)

Class Time: Tuesday – Thursday, 8:05am- 9:25am

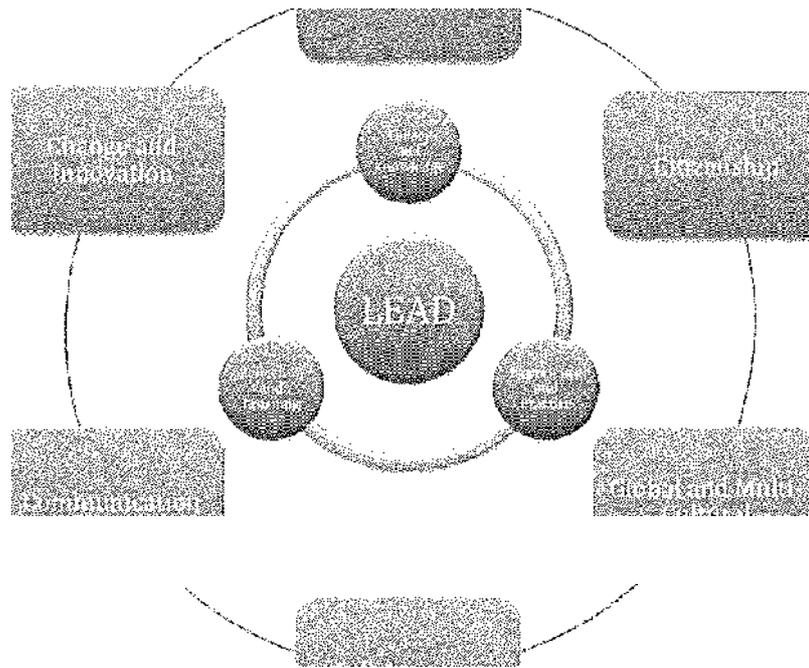
Class Location: Brittain Room

Office Hours: Upon request.

Course Description and Learning Objectives

In this course students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. This course is based on the premise that each student will face a variety of leadership challenges in life. How these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on an organization and on one's career. Learning more about leadership will help every student meet their leadership challenges.

The methodology followed by this course will be one of knowledge acquisition, practice, and reflection. The learning objectives are to give you insights into leadership theory and how it applies in real world contexts. Specifically, you will improve and address your skills in key areas of leadership, including change and innovation, reflection, collaboration, communication, conflict, and multi-cultural awareness.



Materials

1. The Student Leadership Challenge: Five Practices of Exemplary Leaders

Author: James M. Kouzes and Barry Z. Posner

Publisher: Jossey-Bass

Edition: First

ISBN: 978-0-470-17705-1

2. Leadership: Theory and Practice

Author: Peter G.

Northouse Publisher:

SAGE

Edition: Sixth

ISBN: 978-1-4522-0340-9

Assignments

1. Weekly exercises / homework / leadership reflections / case studies / participation:

Students will complete a one to two page leadership reflection each week (12 point font, double-spaced, 1 inch margins) in which they critically reflect on some aspect of leadership that they have seen or participated in. The reflection could identify an aspect of the material we are covering for the week and/or a significant learning point the student has experienced. Reflection one-pagers will be turned in by the beginning of class each Tuesday, unless otherwise noted. Students should come to class prepared to discuss their reflection papers each Tuesday. One or two students will be asked each Tuesday to review their reflection.

Assignments must be typed and turned in to the instructor on time. Class participation and discussion will be expected on all assignments, exercises, and topics as they are outlined in this syllabus.

This course makes use of case studies to reinforce leadership theory and principles. The intent of the case method is to allow the student to compare theory to actual situations, and thus internalize the lessons of the case. In general; case studies will be limited to one per week. Students will be expected to read and prepare for each case assigned. The instructor will make specific assignments for each case during the semester.

Reflection essays, simulations, case study discussion, and other participation will count for 20% of the grade for this class.

2. Critical Essay:

Examine a famous leader applying concepts and theories explored in this course. Follow this outline: a.) Open your essay with an opening paragraph describing the leader and summarizing the leadership theory that you will be addressing. (Keep the background information very brief. This is not a biographical sketch.) b.) Name three specific leadership skills, three specific leadership behaviors and three specific leadership traits of this leader. c.) Name the leadership skill, leadership behavior and leadership trait that you think best explains the success of this leader, and explain why. d.) apply this leader's approach or style to one of the leadership theories discussed in this course. e.) Explain why this leadership style or approach has been successful for this leader and make logical arguments supporting your case. f.) Write a summarizing paragraph. Cite at least one direct quote from the Northouse textbook and one from the Kouzes textbook (include citation with page number). Direct quotes should be short (no more than one sentence) and should be noted with quotation marks. Include at least one chart or table — one that was created by you (the student) — in this Critical Essay. Paper must be typed, double-spaced, 12-point font, 6-7 pages. (Page count does not include title page or reference list.) Use the description of this assignment to create an outline for this paper. Include an introductory and concluding paragraph. Submit your paper to the instructor by attaching your paper to an email by June 29, 2010. This Critical Essay will count for 25% of the course grade.

3. Comprehensive Exam:

The course will include a Comprehensive Examination. This exam will cover material presented in the two textbooks. It will test the students' understanding of the theoretical aspects of leadership and their ability to apply these theories in practical situations. This Comprehensive Exam will be worth 20% of the students' final grade.

4. Shackleton Case Study:

Instructions for this assignment will be given in class. It is worth 20% of your final grade.

5. Group Project:

Each group will be responsible for developing, designing, and presenting a leadership workshop. Each group will select a topic or skill that they wish to instruct the class in and will run the workshop during one of the class periods. Topic selections will be made by the end of the sixth week of classes. The workshop should take a minimum of 20 minutes to complete, with time for critique and de-brief after the workshop. The workshop should follow the same format as the methodology for the class (theory, experience, reflection/feedback), although the order may be different depending on the intent of the workshop. Each group can use the medium of their choice to communicate the content and deliver the learning outcomes.

A suggested format for the workshop includes:

- Subject
- Why Important
- Key Learning Objectives
- Exercise or Learning Opportunity
- De-brief and Reflection
- Implications for Leadership

All workshops should be self-contained and not require any outside reading by the rest of the class. They should be of a format that allows them to start and finish within the timeframe of one class period, and they must take place in the classroom. Groups will provide the instructor with a 3-4-page paper citing the importance of this topic to leadership, why it was chosen, what real-world problems it could likely address, and how you might go about introducing this concept or technique in a large organization.

The importance of participation in this group assignment cannot be over-stated. This interaction provides the basis for several assessments and learning opportunities about teamwork and collaboration that are not replicated elsewhere in the course. These classroom workshops will be scheduled during the semester. The instructor and TA will be available for coaching each team regarding their presentation. The workshop is worth 15% of your final grade.

Grading Criteria

The grading criteria for this course will be as follows:

1 .	Participation	20%
2 .	Critical Essay	25%
3 .	Comprehensive Exam	20%
4 .	Shackleton Case Study	20%
5 .	Group Project	15%

Class participation will be evaluated upon the basis of class attendance, informed discussion, evidence of preparation for class, reflection essays, and active participation in class activities. Participation points cannot be earned when absent from class.

Course Schedule

Note: Readings are to be completed *prior* to each class. In order to participate in the classroom discussions, it is critical that you keep up with the readings.

Week 1

Topics: Course syllabus and requirements, what is Leadership? Management vs. Leadership, Power and leadership, writing for assignments, preparing to lead class discussion

Required Reading:

Chapter 1 in Northouse (pages 1-17) Chapter 1-2 in Kouzes (pages 1-26)

Week 2

Topics: Leadership traits, Leadership skills, Leadership styles / behaviors

Required Reading:

Chapters 2, 3 in Northouse (pages 19-73) Chapter 3 in Kouzes (Pages 27-47)

Week 3

Topics: Transformational Leadership

Required Reading

Chapter 9, Northouse (pages 185-217) Chapter 4, Kouzes (pages 49-71)

Week 4 – 5

Topics: Situational leadership, Fiedler's Contingency Model, Path-Goal Theory, Leader-Member Exchange.

Required Reading:

Chapters 5, 6, 7 and 8 in Northouse (pages 99-184) Chapter 5, Kouzes (pages 73-94)

Week 6 - 8

Topics: Teams, Collaboration

Required Reading:

Chapter 11-12, Northouse (pages 253-318) Chapters 6-7, Kouzes (pages 95-139)

Weeks 8 - 10

Topics — Global and Multi-Cultural Leadership

Required Reading:

Chapter 15, Northouse (pages 383-422)
Other reading as assigned / Case Study, TBD

Week 11

Topics: Authentic Leadership, Servant Leadership, Ethical Leadership

Required Reading:

Chapter 10 and 16, Northouse (pages 219-251 and 423-451) Case Study, TBD

Week 12

Topics: Overview of Leadership, The Future of Leadership, Adaptive Leadership, Review of Course material, Review material for Comprehensive Exam.

Week 13 - 14

- Students will conduct leadership workshops; receive critiques, and feedback on efforts.

11:30am - 2:20pm

- Final Exam

Course Policies

Because it is an introductory course that lays the foundation for Leadership Studies, it is essential that students make the weekly readings a priority of this course. It is only through reading the course material that a student will be able to fully participate in class discussions.

All students are expected to be in class, prepared to engage in meaningful dialogue, and willing to contribute to the overall success of the course. Active participation in class discussions is a major priority for this introductory course.

Failure to attend class will result in loss of participation points for that week. Participation points will be based on preparedness and participation in weekly class activities and discussions. It is impossible to gain participation points for classes missed, because it is impossible to participate in class discussions if the student is absent from class.

The instructor will notify the student if there appears to be evidence that obligations to follow class policies and to complete course requirements are not being fulfilled. In return, the instructor requests that student make a concerted effort to explain and justify any individual problems, abnormalities, and unusual circumstances that may be roadblocks to success in this course. Together we can work to develop an understanding and reach an agreement to accommodate all parties involved.

If you have any physical or learning disabilities that require special assistance, you need to get documentation from the Access Disabled Assistance Program for Tech Students (ADAPT). ADAPT can be contacted at (404) 894-2564 or 210 Smithgall Student Services Building. I will be happy to work with you and accommodate as appropriate your learning needs upon receiving your documentation.

Class Attendance Policy:

The discussion and analysis of leadership that will occur in this class can only take place if the students are actively engaged and fully participating in class. It is hoped that the students will be able to clear their schedules and make it a priority to attend all classes. However, should you be required to miss class due to an emergency obligation or illness, please contact the instructor (at the previous class or by email) as early as possible so that alternative arrangements can be made. Missing more than 4 class periods in this 11-week course will normally require the student to drop the course and take it at another time.

Written Assignment Policy:

Papers in this class should use 12-point, Times New Roman font, one-inch margins, double spacing, and page numbers at bottom of each page. Papers should use an explicit outline based on the description of the assignment in this syllabus and in-class instructions. Reference lists (required) and title pages (optional) do not count toward page count. Quotes in written assignments should include authors' name(s) and year of publication (in parenthesis), but not the titles of articles or name of publication within the text of the paper (those go into the reference list). Direct quotes should be noted with quotation marks and should be short and to the point. Indirect quotes or paraphrasing ideas of authors is encouraged but should be noted by referencing the author's name and year of publication of the source (in parenthesis) somewhere in the beginning, middle or end of the sentence. Reference lists should be included at the end of each written assignment.

Late Assignment Policy:

Unless other arrangements have been made in advance, the student is expected to submit their assignments when due. Papers that arrive late will receive a penalty of one letter grade per week until the paper is submitted.

Grading Papers:

The instructor for this course will endeavor to finish grading each paper by the next class session and will return papers to the students with grades to provide quick feedback to the students. Note: Papers that are submitted late might not receive the same quick treatment.

Email Policy: Please use "PUBP 4140" in the subject line.

Email messages sent to the instructor are encouraged but should not necessarily be considered a reliable means of instant communication for important messages. The sending of an email message to the instructor, unless it receives a response from the instructor, cannot be assumed to have reached the instructor. The instructor will respond (as soon as the message is opened) to any email messages received from students to confirm that the message has indeed been received. If the student sends a message and does not receive a response within 2-3 days, the student should assume that the message was not received and the student should attempt another means of communication, such as calling the instructor, or wait until the next class to convey the message. Students should always use **PUBP 4140** as the subject line for email messages sent to this instructor about class business.

Plagiarism Policy:

"Plagiarism" involves submitting work prepared outside of class that is not entirely the student's own, such as papers, reports and oral presentations that use direct quotes from other authors without proper citation of those authors. Plagiarism is not tolerated and penalties for plagiarism are severe.

In this class, you must fully comply with the requirements of the Academic Honor Code. If you have any questions about academic misconduct or the Academic Honor Code, please review www.deanofstidents.gatech.edu/integrity/policies/honor_code.php.

Academic misconduct includes but is not limited to the following:

The class values academic discussion and recognition of contributions made by authors and researchers in the field of leadership studies. It is considered a complement to an author to recognize their contributions to management studies by either paraphrasing (putting their ideas into your words) or using direct quotes (using their words to express their ideas, within quotation marks). Whether the ideas are paraphrased or directly quoted, it should be clear to the reader of an paper which ideas are the students and which belong to the cited authors.

To facilitate the process of citing references in an organised and consistent way, and to reduce the risk of unintentional plagiarism, the instructor will present a simplified version of the APA format for use in writing papers in this course.

Flexibility:

The schedule described in this syllabus is subject to change. The instructor will work with the students to finalize weekly assignments in advance of each class period.

Questions for Leadership Reflection and Dialogue

1. Is leadership a specialized role within an office, department, team or other group, OR is it a shared influence process that occurs naturally within a social system and is diffused within any members?
2. Is leadership more of a cognitive, rational process OR do the emotional and value-based aspects of leadership account for more of the influence process of leadership?
3. Should all good managers be good leaders OR are these two roles incompatible with one another?
4. Is the effectiveness of the leader measured more by the effectiveness of the group OR is it more connected to the advancement of the leader?
5. Pick any one of the following approaches and argue that it is more useful in defining, describing and explaining leadership than the other approaches: trait, behavior, power, situational, OR contingency approach.
6. Pick any one of these levels of conceptualizing leadership and argue that it is the most important and useful for defining, describing and explaining leadership: intra-individual, dyadic, group, OR organizational.
7. Does a universal theory of leadership exist that applies to all leadership situations OR do some aspects of leadership apply to some situations but not to others?
8. Should leadership decisions be made in more of a top-down formal process OR should decisions be based on a bottom-up political process?
9. Does leadership style remain fixed for leaders OR do the effective leaders change their leadership approach depending on the situation?
10. Is it more important for the leader to focus on building friendly, supportive and consultative relationships with their followers OR is it more important for the leader to initiate organizational structure, maintain standards of performance, and insure that followers are following policies and procedures?
11. Which is more important to leader: the relationship with the followers OR getting the job (task) done?
12. Are certain leadership traits optimal for all situations OR do different situations require different attributes?
13. Pick one of the two orientations — task OR relationship — and argue that it is the most important orientation for leaders.
14. The most important measure of a leader is the performance of the followers OR leaders are most effective when their followers are satisfied?
15. Which of these three elements of leadership is most important: goal achievement, smooth internal processes OR external adaptability?
16. Leadership approaches should OR should not vary according to the ethnic culture of the followers?
17. Pick one of Hofstede's five cultural dimensions and argue that it explains the most important cultural distinction between the USA and most other countries around the world.
18. Which is most important for organizational effectiveness: that the organization has transactional OR transformational leadership?
19. The leader is the most important factor in determining the outcome of the groups performance OR the followers are more likely to determine the outcome of the group's performance.
20. The most important leadership trait is integrity OR competence?
21. Women tend to have a distinct leadership style, with more attention on the relationship, OR once women rise to the level of senior leadership, they take on more qualities of men?