LEADERS 481-DL 56 Syllabus
John Sands, Ph.D.
Foundations of Leadership
Summer 2012

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Course Description
This course serves as an introduction to leadership theory and practice. The course will examine the research and literature regarding organizational leadership and provide an opportunity for examining and developing personal leadership skills. The course features relevant readings, case studies, projects, and class discussions. The purpose of this course is to identify the fundamental leadership behaviors that enable people to excel in their careers and to help students apply these behaviors to personal and professional success. The course builds from the basic premise that leadership is learned. It looks at the theory and practice of leadership at the individual and organizational levels. The course will explore definitions of leadership, the importance of leadership, leadership styles, the role of vision and integrity, the importance of giving and receiving feedback, how to lead change and solve problems, effective teamwork, and communication strategies.

Synchronous Session: This class will have one online synchronous meeting: 09/27/11 @ 7:00pm CST

Text
Northouse, P.G. (2009). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage. [ISBN-13: 978-1412974882]

Harvard Business Review on Leadership (Harvard Business Review Paperback Series). Harvard Business School Press. [ISBN-10: 0875848834]
<http://hbr.org/product/hbr-s-10-must-reads-on-leadership/an/12546-SBC-ENG>

Harvard Business Review on Change (Harvard Business Review Paperback Series). Harvard Business School Press. [ISBN-10: 0875848842]
<http://hbr.org/product/hbr-s-10-must-reads-on-change/an/12599-PDF-ENG?Ntt=on+change&referral=00269&cm_sp=endeca-_-spotlight-_-link>

Prerequisites
None.

Learning Goals
The goals of this course are to:
• Analyze different forms of value (economic, meaning, and social) and the role value, experience, and research play in effective leadership.
• Identify the theoretical foundations for successful leadership in today's organizations.
• Compare and contrast the major leadership theories and discuss the key points and application methods of each theory in the workplace.
• Discuss the context and outcome of applied leadership in selected situations.

- Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation.
- Given different organizational scenarios, discuss and analyze the responsibility, privilege, value, culture, ethical considerations, and the appropriate use of authority and power.
- Synthesize best practices to create a plan for engaging, implementing, and sustaining planned organizational change.
- Identify principles by which successful leaders operate.
- Identify your personal philosophy and style and expand this for interpersonal influence in your organization.

Evaluation
The student's final grade will be based on participation, professional interview, final exam, a final paper, and assignments.

- Participation (discussion board and sync Sessions):   10 Points
- Professional Interview: 15 Points
- Leadership measurement instrument analysis: 18 points
- Completion of four case-study assignments: 12 points
- Final professional paper: 25 points
- Comprehensive final exam: 20 points

                                                              Total: 100 points

Discussion Board Etiquette
The purpose of discussion boards is to allow students to freely exchange ideas and participation is highly encouraged. It is important that we always remain respectful of one another's viewpoints and positions and, when necessary, agree to disagree, respectfully. While active and frequent participation is encouraged, cluttering a discussion board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Although frequency is not unimportant, content of the message is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism.

Proctored Assessment
There is a proctored assessment requirement in this course. For additional information, please go to the Assignments section in Blackboard and scroll to the Proctored Exam Approval Application item.

Grading Scale
A = 92%−100%
B = 84%−91%
C = 76%−83%
F = 0−75%

Attendance
This course is asynchronous, meaning we will not meet at a particular time each week. Even though we will not meet face-to-face in a physical classroom, participation on discussion boards is required and paramount to your success.

Late Work
Late work will only be accepted in the case in which the student sends a formal request to the instructor (via e-mail) and is given specific permission to submit work after the due date. Work submitted up to 48 hours late will receive a 20% penalty unless permission to submit late was granted. Work submitted after 48 hours of the due date will not be accepted.

Learning Groups
Each student will be expected to serve on a team that moderates the discussion board for one week of the class. This included engaging other students in discussion board conversations and answering all posted questions that week. You will also be responsible for generating a summary of the weekly discussion for your assigned week.

Academic Integrity at Northwestern
Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University Web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., taking material from readings without citation or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply. For more information, visit: <www.scs.northwestern.edu/student/issues/academic_integrity.cfm>.

Plagiarism is one form of academic dishonesty. Students can familiarize themselves with the definition and examples of plagiarism, by visiting the site <www.northwestern.edu/uacc/plagiar.html>. Myriad other sources can be found online, as well.

Some assignments in this course may be required to be submitted through SafeAssign, a plagiarism detection and education tool. You can find an explanation of the tool at <http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work>. In brief, SafeAssign compares the submitted assignment to millions of documents in very large databases. It then generates a report showing the extent to which text within a paper is very similar or identical to pre-existing sources. The user can then see how or whether the flagged text is cited appropriately, if at all. SafeAssign also returns a percentage score, indicating the percentage of the submitted paper that is similar or identical to pre-existing sources. High scores are not necessarily bad, nor do they necessarily indicate plagiarism, since the score doesn't take into account how or whether material is cited. (If a paper consisted of just one long quote that was cited appropriately, the score would be 100%. This wouldn't be plagiarism, due to the appropriate citation. However, just submitting one long quote would probably be a pretty bad paper.) Low scores are not necessarily good, nor do they necessarily indicate a lack of plagiarism. (If a 50-page paper had all original material, except for one short quote that was not cited, the score might be around 1%. But, not citing a quotation would still be plagiarism.)

SafeAssign includes an option in which the student can submit a paper and see the resultant report before submitting it to the instructor as a final copy. This ideally will help students better understand and avoid plagiarism.

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Other Processes and Policies
Please refer to your SCS student handbook at <www.scs.northwestern.edu/grad/information/handbook.cfm> for additional course and program processes and policies.

Course Schedule

Important Note: Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via an announcement in Blackboard.

Session 1 - Management versus Leadership
(Assignments due Sunday 6/24/2012 @ 11:55 PM)

Learning Objectives
After this session, the student will be able to:

- Discuss the nature of leadership and the difference between management and leadership.
- Explain power as related to leadership, including the different sources of power.

Course Content
    Reading—For this session, please read:

        pp. 1–14 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

        Harvard Business Review: What Makes a Leader (pp. 1–26) [ISBN-10: 15785163741]

    Website:
- Northouse "leaderships": http://www.youtube.com/watch?v=S3eWfH0_Cb8&feature=related
- Leadership: http://www.youtube.com/watch?v=O6ZqAJoyVD0&feature=related
- Sources of Power http://www.youtube.com/watch?v=DgRnPQj8Xtg
- Manages versus Leaders http://www.youtube.com/watch?v=8ubRzzirRKs

Discussion Board
    Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments
    Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

<u>Session 2</u> – Trait Theory "Great Man Theory" (Assignments due Sunday 7/1/2012 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:
- Explain the importance of perception, influential traits, and process methods in the study of leadership.
- Identify characteristics of an effective leader, and discuss the potential to learn or develop these characteristics.
- Given different organizational scenarios, analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power.

Course Content

Reading—For this session, please read:

pp. 15–37 and 335–362 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- Harvard Business Review: Teams That Succeed (27–52) [ISBN-10: 159139502X]
- Top 10 Characteristics of a Leaders. http://www.youtube.com/watch?v=silPtekoFqE
- Trait Theory of Leadership - http://www.youtube.com/watch?v=Aebu-Sntq08
- Examples of Emotional Intelligence: http://www.youtube.com/watch?v=6D5oWNFR6oY&feature=related
- Emotional Intelligence: http://www.youtube.com/watch?v=NeJ3FF1yFyc&feature=fvwrel

Handout and Electronic Surveys:
- Leadership Trait Questionnaire
- Dimensions of Culture Questionnaire

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

2A - Complete the Leadership Trait Questionnaire *(on Blackboard Course Content)*
2B - Complete the Dimensions of Culture Questionnaire *(on Blackboard Course Content)*

Case Study Assignment #1 (Case 2.2 p.30-31)
- *Write a two page summary in APA style with a formal APA title page and reference page.*
- *The paper must include a summary of the case, answers to all the questions associated with the case study and your synthesis of the case using the leadership philosophy we have studied up to this point.*
- *Please include proper quotes, citations and references.*

Session 3 – Skills Approach to Leadership
(Assignments due Sunday 7/8/2012 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:
- Describe the skills approach to study leadership and the three basic skills presented by the Katz model.
- Explain why the skills approach to leadership has grown in importance and application in the information age.
- Discuss the relationship between leadership, subordinates motivation, and reward according to the path-goal theory of leadership.

Course Content

Reading—For this session, please read:

pp. 39–66 and 125–145 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- Mars Rising - http://www.youtube.com/watch?v=fvAQ42Yh8M8&feature=relmfu
- Leadership Skills Approach: http://www.youtube.com/watch?v=HWj-yEO9Qws
- Skills Approach: http://www.youtube.com/watch?v=IMqFjEhNg6o

Handout:
- Skills Inventory Questionnaire
- Path-Goal Leadership Questionnaire

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

3A - Complete the Skills Inventory Questionnaire *(on Blackboard Course Content)*
3B - Complete the Path-Goal Leadership Questionnaire *(on Blackboard Course Content)*

Session 4 – Style and Diversity Approach to Leadership (Assignments due Sunday 7/15/2012 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:

• Explain the differences between the three major leadership styles: authoritarian/autocratic, participative/democratic, and delegative. Explain why appropriate exercise of all three style are required of effective leaders.

• Give examples of different leadership styles and critique the advantages and disadvantages of each in the context in which they might be effective.

• Explain the contribution of diversity to leadership and change. Specifically address the influence of women in leadership roles.

Course Content

Reading—For this session, please read:

pp. 69–88 and 301–327 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:

• Harvard Business Review: Developing Leadership (pp.1–20) [ISBN-10: 1591395003]
• Harvard Business Review: Leadership (pp. 1–60) [ISBN-10: 1591395003]
• Leadership Styles: http://www.youtube.com/watch?v=Y47qRvPHoVU
• Example Authoritarian/Autocratic: http://www.youtube.com/watch?v=P0EYtljBuwY
• Servant Leadership: http://www.youtube.com/watch?v=6TgR95vnM0c
• Steve Jobs: http://www.youtube.com/watch?v=UF8uR6Z6KLc

Handout:
Leadership Style Questionnaire
Gender–Leader Implicit Association Test

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

4A - Complete the Leadership Style Questionnaire *(on Blackboard Course Content)*
4B - Complete the Responding to Members of the Out-Group Questionnaire *(on Blackboard Course Content)*

Case Study #2   (4.3 p. 83)

• *Write a two page summary in APA style with a formal APA title page and reference page.*
• *The paper must include a summary of the case, answers to all the questions associated with the case study and your synthesis of the case using the leadership philosophy we have studied up to this point.*
• *Please include proper quotes, citations and references.*

Session 5 – Situational/Cultural Approach to Leadership (Assignments due Sunday 7/22/12 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:
- Discuss the practicality of situational leadership and explain why situational leadership is prescriptive versus descriptive in nature.
- Discuss the skills needed by leaders when working with followers at different developmental levels of an organization.
- Explain the dimensions of culture and the relationship between culture and the ability of a leader to affect change in an organization.

Course Content

Reading—For this session, please read:

pp. 89–108 and 363–407 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- Situational Leadership: http://www.youtube.com/watch?v=FCtfV8tspho
- 13 Rules of Leadership**:** http://www.youtube.com/watch?v=C-vve55FDaU&feature=related
- Biggest Mistakes a Leader Can Make: http://www.youtube.com/watch?v=iiorMUkqqDY
- Intel Story: http://www.youtube.com/watch?v=4DqdzI5r2t8
- Benefits of Listening: http://www.youtube.com/watch?v=UtWlKPSRw1s

Handout:
- Situational Leadership Questionnaire

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

5A - Complete the Situational Leadership Questionnaire (p. 104)
5B - Complete the Leadership Styles Questionnaire *(on Blackboard Course Content)*
5C - Perceived Leader Integrity Scale PLIS (on Blackboard Course Content)

Professional Paper "Your Leadership Philosophy" Part One: Abstract and Outline
- *Write a one page abstract in APA style with a formal APA title page.*
- *Write a one page outline.*

Session 6 – Contingency Theory of Leadership (Assignments due Sunday 7/29/12 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:
- Discuss why the contingency theory of leadership represented a major shift in the study of leadership.
- Discuss the importance of dealing with success and failure as a leader.

Course Content

Reading—For this session, please read:

pp. 111–123 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- Harvard Business Review: What Makes a Leader (pp. 53–85) [ISBN-10: 15785163741]
- Friedman Differentiated Leadership: http://www.youtube.com/watch?v=RgdcljNV-Ew
- Quite Bosses: http://www.youtube.com/watch?v=filvlODRukw&feature=related

Handout:
Least Preferred Coworker (LPC) Measure Questionnaire

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

6A - Complete the Least Preferred Coworker (LPC) Measure Questionnaire *(on Blackboard Course Content)*

Case Study #3 (7.1 p.136)
- *Write a two page summary in APA style with a formal APA title page and reference page.*
- *The paper must include a summary of the case, answers to all the questions associated with the case study and your synthesis of the case using the leadership philosophy we have studied up to this point.*
- *Please include proper quotes, citations and references.*

Interview

Interview an organizational leader of your choice. *Write a 3-4 page interview in APA style with a formal APA title page and reference page. The paper must include;*
- *Information about the subject and why you selected this leader*
- *The setting (online, phone conversation, in person), length of the interview*
- *Question and responses*
- *Your summary of the interview*

Session 7 - Teamwork Approach to Leadership (Assignments due Sunday 8/5/12 @ 11:55 PM)

Learning Objectives

After this session, the student will be able to:

- Explain how the team leadership model can help leaders design and maintain effective teams especially when performance is below standard.
- Explain how the leader-member exchange (LMX) theory can be used to explain how individuals create leadership networks throughout an organization to help them accomplish work more effectively.

Course Content

Reading—For this session, please read:

pp. 147–168 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:

- Harvard Business Review: Teams That Succeed (pp. 1–26, 77–98, and 143–166) [ISBN-10: 159139502X]
- Leadership and Teamwork: http://www.youtube.com/watch?v=Yhi6JBWRbh8
- The Power of Teamwork: http://www.youtube.com/watch?v=U-iyBsaehn8&feature=related
- Mars Rising Six Minutes of Terror; http://www.youtube.com/watch?v=0V4i3O8mIPg

Handout:

- Team Excellence and Collaborative Team Leader Questionnaire
- Leader-Member Exchange (LMX) Questionnaire

Discussion Board

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

7A - Complete the Team Excellence and Collaborative Team Leader Questionnaire *(on Blackboard Course Content)*

7B - Complete the Leader-Member Exchange (LMX) Questionnaire *(on Blackboard Course Content)*

Professional Paper Part Two: "Your Leadership Philosophy" Rough Draft

Write a 10-12 page professional paper in APA style with a formal APA title page and reference page.

- *The paper should represent your philosophy of leadership.*
- *Please include proper quotes, citations and references.*

Session 8 – Transactional/Transformation Approaches to Leadership
(Assignments due Sunday 8/12/12 @ 11:55 PM)

Learning Objectives
After this session, the student will be able to:
- Explain transformational leadership and how transformational leaders can initiate, develop, and implement significant change in an organization.
- Discuss the relationship between transformational leadership and subordinate satisfaction, motivation, and performance.

Course Content
Reading—For this session, please read:

pp. 171–201 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- A Brief Introduction to Change Management: http://www.youtube.com/watch?v=3Jk6clmMycI&feature=related
- A Transformational Leader; http://www.youtube.com/watch?v=zeOlO_2nddY&feature=related
- Women in Leadership at Google: http://www.youtube.com/watch?v=jRD-FkBTMLI
- Harvard Business Review: Change (pp. 1–20, 21–54, and 159–187) [ISBN-10: 0875848842]

Handout:
- Multifactor Leadership Questionnaire

Discussion Board
Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments
Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

8A - Complete the Multifactor Leadership Questionnaire *(on Blackboard Course Content)*
8B - Complete the Leadership Vision Questionnaire *(on Blackboard Course Content)*

Case Study Assignment #4 (9.3 p.195)
Write a two page summary in APA style with a formal APA title page and reference page.
- *The paper must include a summary of the case, answers to all the questions associated with the case study and your synthesis of the case using the leadership philosophy we have studied up to this point.*
- *Please include proper quotes, citations and references.*

Session 9 – Authentic Leadership

(Assignments due Sunday 8/19/12 @ 11:55 PM)

Learning Objectives
After this session, the student will be able to:

- Explain the concept of authentic leadership and the relationship of self-regulatory behaviors, including balanced processing and relational transparency.
- Distinguish between lower and higher levels of moral reasoning.

Course Content
Reading - For this session, please read:

pp. 205–239 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Web links:
- Authentic Leadership - http://www.youtube.com/watch?v=r6FdIVZJfzg&feature=related
- 10 Things Authentic Leader - http://www.youtube.com/watch?v=PcnR8ixTufk&feature=related
- Last Lecture - http://www.youtube.com/watch?v=ji5_MqicxSo

Handout:
Authentic Leadership Self-Assessment Questionnaire

Multimedia:
Foundations of Leadership

Discussion Board
Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments
Each session you are responsible for completing the corresponding Excel spreadsheet leadership evaluation instrument. The results will be incorporated in your final paper.

9A - Complete the Core Value Questionnaire *(on Blackboard Course Content)*
9B - Complete the Authentic Leadership Self-Assessment Questionnaire (p. 236)

Professional Paper Part Three: "Your Leadership Philosophy" Final Version
Write a 10-12 page professional paper in APA style with a formal APA title page and reference page.
- *The paper should represent your philosophy of leadership after completing this course.*
- *Please include proper quotes, citations and references.*

<u>Session 10</u> – Psychodynamic Approach to Leadership

(Assignments due Sunday 8/26/12 @ 11:55 PM)

Learning Objectives
After this session, the student will be able to:

- Explain the psychodynamic approach to leadership and discuss how an organization would use this model to develop a leadership development program.
- Construct a personal philosophy of leadership.

Course Content
Reading—For this session, please read:

pp. 271–299 of the textbook: Northouse, P.G. (2009). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Websites:
- What is your approach and philosophy to leadership: http://www.youtube.com/watch?v=h3HXc1hK1fA
- Leadership Philosophy: http://www.youtube.com/watch?v=kaMEubriEY0&feature=related

Handout:
- Psychodynamic Approach Survey
- Multifactor Leadership Questionnaire

Discussion Board
Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the discussion board in Blackboard.

Assignments
10A - Complete the Setting the Tone Questionnaire *(on Blackboard Course Content)*
10B - Complete the Psychodynamic Approach Survey (p. 297)