

LEAD/BA 470: Leadership Theory & Development

Credits 3; Spring 2013, Meeting in Gruening 202; MWF 11:45-12:45pm

Instructor:

Nicole Cundiff PhD

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Office: Northern Leadership Center

Room: 208D Bunnell

Office Hours:

Mon & Wed: 1:00-3:00p

Or by appointment

Required Textbooks:

Bass, B.M. & Riggio, R.E. (2006) 2nd ed. Transformational Leadership. Mahwah, NJ: Lawrence Erlbaum Assoc.

Eagly, A. & Carli, L (2007) Through the Labyrinth: The Truth About How Women Become Leaders. Harvard Business School Press.

Lord, R.G. & Maher, K. (1993) Leadership and Information Processing: Linking Perceptions & Performance. New York: Rutledge, Chapman, & Hall.

Other Readings:

House, R.J. (Editor) et. al. (2004) Culture, Leadership & Organizations: The GLOBE Study of 62 Societies. (Selected Readings)

Website for the course:

We will be using Blackboard for this course. You will need to login using your campus network id and select this course. The website contains all course information and access to group applications such as email and document sharing. The website also contains your grade book. You are only able to see your own grades. In addition, the webpage contains a copy of the syllabus and the course schedule.

Course Description:

This course will give students a guide for interpreting leadership theory and research as well as offers practical advice on how to be a better leader. Class sessions will be used to review all functional leadership disciplines and to discuss the disciplines in relation to one another.

Prerequisites: ENGL 111 & 211, COMM 131 or 141, and BA 390 or by permission

Course Objectives:

To provide the student with an:

- a) introduction to basic concepts of leadership
- b) engage the student to multiple theories and perspectives of leadership
- c) expose students to the complex challenges of leadership

Students will:

- a) Gain an understanding of the theories of leadership;
- b) Learn how the various aspects of leadership contribute to overall organizational effectiveness;
- c) Utilize a framework for understanding leadership research;
- d) Understand contextual ramifications on leadership;
- e) Hone analytical, critical thinking, and communication skills specific to leadership traits;

- f) Become aware of one's personal leadership skills.

Student Assessment:

The course has the following requirements:

- a) Class participation –discussion of material, reading assignments, and questions to guest speakers;
- b) Assignments –short papers and written exercises;
- c) 1) Team based final report and presentations – students will present an in-class presentation of their final paper (Send PPT to instructor for posting on Blackboard if applicable). 2) Team based mini-presentation.
- d) Final exam – The Final Exam (comprehensive) will be comprised of essay and short answer.

Assignments:

All assignments should be proof-read with special attention given to details and references. Punctuation and spelling errors on assignments are unacceptable and will be penalized (see 10 Strikes Rule). **Late assignments will not be accepted unless expressly cleared with instructor in advance.**

Assignment Formatting:

All written assignments are to be submitted in typed or printed formats. I will accept drafts of papers if they are submitted to me two or three weeks before the assignment is due. Late assignments will not receive full credit (10% final assignment grade reduction will be made per day late). Except for the in-class projects, no handwritten assignments will be accepted! It is your responsibility to submit papers that are coherent and error-free.

All citations, bibliographies, etc., for research papers must be in accordance with the Publication Manual of the American Psychological Association (APA). Please consult the reference librarian, or purchase a copy from the bookstore. Journal articles and primary source documents are expected.

Assignments: Goal is to find ways to personally become a better leader in one's community; otherwise known as Servant Leadership.

- 1) Leadership Style Assessment, 2) Personal Leadership Vision, 3) Action Plan, 4) Work with SOLD or another volunteer based organization and write a personal reflection on what you learned, and 5) Attend event (either SOLD, NLC or LIVE) and personal reflection¹.

1) Leadership Style Assessment

Take a Leadership Style assessment provided in-class by instructor and write a two-page reflection on what you learned and how this knowledge applies to your leadership aspirations (see personal leadership vision).

2) Personal Leadership Vision

The idea behind a vision is to clearly articulate your personal leadership goals in a simple and digestible form. The following questions can be used to get you started or you can go your own route: What type of impact do you want to have on your world? On others? How far do you want to go in life? What are the things you can do to improve yourself and become a better leader

¹ These assignments can be based on past experiences, relating them to your own personal leadership development.

(socially, within the community, in an organization or field that interest you, in your hobbies, etc...).

3) Action Plan

Develop an action plan to assist you in developing your personal leadership vision. What are the steps that you can take to obtain your goals? Do you need more schooling? Other types of training? A mentor? Travel? Work experience? Volunteer hours? Etc.... be creative here and let me know what you plan to do in order to become the best leader you envision yourself to be in the next 5 to 10 years.

The goal of the next two assignments is to give the student a better understanding of leadership development activities and programs that are available for personal development.

4) Work with SOLD (Student's Offering Leadership Development)

Attend at least 3 meetings and see what the student group has to offer; if you cannot make the meeting time due to conflict with work ask instructor for additional ways to get involved or suggest other student organizations/activities that will give you a better understanding of developing leadership development programs for the community. Describe the pro's and con's to the student group and offer suggestions on different programs or ways that the group can achieve its mission. Also, describe how working with a group like SOLD or other leadership development program could benefit you and your personal leadership vision.

5) Attend event (either SOLD, NLC, or LIVE)

Attend an event, put on by SOLD, the NLC (Northern Leadership Center), the LIVE program, or another leadership involvement group in the community. Help with this event in some way (see instructor or director of group for this assignment). Write a reflection on what you learned at the event and/or how assisting with the event assists you in obtaining your personal leadership vision. A list of community events related to leadership development will be provided; along with occasional updates throughout the class.

Leadership survey, mission, and action plan

Grading criteria:	Possible points
• Thoughtfulness of content	0..... 10
• Understanding assignment	0..... 10
• Application to theories	0..... 15
• Implications for personal develop.	0..... 15
• Mechanics (Grammar/spelling)	0-3
• Total Possible points	(50 points)

Leadership event participation and reflections

Grading criteria:	Possible points
• Description of event	0..... 10
• Relate to Personal Goals/Vision	0..... 10
• Application to theories	0..... 15
• Implications for personal develop.	0..... 15
• Mechanics (Grammar/spelling)	0-3
• Total Possible points	(50 points)

All reflection assignments should be about 2-pages in length each with 12-point font. Please be sure to put a title page for each assignment and make it clear as to which assignment (1-5) you are submitting.

Mini-Presentations:

Each team will provide a 15-minute reflection on one of the overall themes for the course. This reflection should be reflective of current issues in the global workforce. At least 2 references should be made to organizations and/or leaders that demonstrate the points being made based on the readings required during the course. Further, if the group uses power points, then these must be provided to the instructor *before* the day of the presentation. Please keep this presentation down to one or two members providing the “lecture” but all are required to participate in any discussion resulting from the presentation.

Final Project: Team Work**

Explanation of paper: Each paper must have the following attributes: 7-10 pages (excluding cover page), 12 pt., double-spaced, one-inch margins, references, APA style.

<http://www.apastyle.org/>

Pick an author from the 4 books in class, look up additional information using refereed journal articles (minimum 3) we have not already used and relate this information to at least one organizational leader (can be local or international). Present how this leader uses what you have learned to create a better organization. This can be represented in mission depiction and implementation. For instance, a leader that wants to enhance the acceptance of diverse members of their workforce may implement strategic planning task forces and various programs to incorporate diversity awareness into their organization’s culture.

Possible Choice 2: **This class may have an opportunity to provide consulting advice to a local business in need of guidance on leadership related issues. If that opportunity does occur, then the consulting project will replace the leadership analysis. Once the nature of the group project has been identified, then a timeline will be mapped out and distributed to all students.

Presentation: Each team will discuss the findings from their paper in class, power points are optional but the presentation should be well developed and clear. The presentation should be 45 minutes long, including discussion and question and answer session.

Academic honesty:

The attempt of a student to present the work of others as his or her own, or to present any work not honestly performed, or to use improper aids to complete a project is a serious offense and will be treated with extreme prejudice. The aiding and abetting in any dishonesty is likewise held to be a breach of ethics. Do not cheat and do not tolerate other’s cheating. If you are unsure whether some particular action is unethical or dishonest, review the Student Conduct Code Chapter 9.02 (www.alaska.edu/bor/policy-regulations/) Students caught plagiarizing or cheating will be disciplined according to the appropriate Department/School of Management/University of Alaska guidelines. Such action will result in an “F” for the course and I will recommend academic penalties.

Effective communication:

Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the UAF Department of Communication’s Speaking Center (Phone 907-474-5470, email speak@uaf.edu) and the UAF English’s Department’s Writing Center (Phone 907-474-5314, location Gruening 8th floor).

10 Strikes Rule:

As this course has a lot of writing involved, under the School of Management's new policy for written assignments will be subject to a 10 strikes rule. This means that if there are 10 or more errors (spelling, grammar, punctuation, etc...) the assignment will be returned to the student for corrections. No credit will be given until the errors are corrected and resubmitted in a timely fashion (within 4 days). A letter grade will be deducted each time the assignment is returned to the student. This rule will be strictly enforced. If you need assistance meeting this standard, please refer to the writing center.

Students with Disabilities:

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with learning or other disabilities are encouraged to visit the Office of Disability Services website at www.uaf.edu/chc/disability.html or contact the coordinator of Disability Services at the Center for Health and Counseling at 474-7043 or the Office of Disabilities Services (208 WHIT, 474-5655). If you have a disability and require reasonable accommodations, please let me know as soon as practicable so that your needs may be met.

UAF Honor Code:

As a UAF student, you are subject to the Student Code of Conduct. Please review the entire code. It is available in the back of the class schedule in the UAF catalog.

Attendance:

Attendance is mandatory and students should be aware that it could have a bearing on the course grade. Class participation may be given consideration where a student's grade falls in a marginal range between final letter grades. Students are responsible for all assignments handed out and/or mentioned in class. Absenteeism will only be tolerated in the event of a validated illness or a pre-arranged requirement by your employer. It is the responsibility of absentees to cover material/instructions missed during class periods.

Participation:

An integral component of effective employment is participating in the work. In this class, the student's presence and active engagement in the discussions, activities, and exercises as well as attendance in the class will evaluate participation. This class is not like others you have taken. Usually, there are not "notes" that you can get from your classmates if you miss class. Much of the learning is *in the moment* -- so, there is no way to "make up for" missed classes. Participation will be worth 20% of your grade. This is a class that requires your active involvement and participation. Therefore, questions, spirited discussions, and contrary viewpoints are encouraged; however, uncooperative behavior and disruptive acts will not be tolerated. You will be allowed 2 excused absences during the course that will not be reflected in your grade. For an absence to be excused, you will need to contact the instructor via email, phone, or in person BEFORE the course and gain approval. If an emergency arises, then attempt to have someone (family, friend, neighbor) contact the instructor on your behalf as soon as possible in order to obtain your excused points.

Rubric for participation to be filled out by instructor during every class.

Student Name	In attendance	Tardy (over 10 min)	Participation in class discussion*	
# of points	2	-1	Up to 3	

	*1- paying attention	2- giving limited feedback or comments	3- actively discussing and engaging a topic/speaker	
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Grading Policy*:

The following points will be assigned to each:

a) Class participation:	20%	200/roughly 5 points per class
b) Assignments:	25%	250 -50pts/each
c) Mini-presentation:	10%	100
d) Presentation & report:	20%	200
e) Final exam:	25%	250
TOTAL:	100%	1000

The course will use the following grading scale:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
97%	93%	90%	87%	83%	80%	77%	73%	70%	60%	<59%
4.0	4.0	3.7	3.3	3	2.7	2.3	2	1.7	1.3	0

*Extra credit may be available for this course for research participation.

Typical week schedule:

Mon: Introduction to theories and reading, class discussion, assignments due

Wed: Guest speaker (come prepared with questions about the topic)

Fri: Reflection on speaker and readings (occasional mini-presentation)

Tentative Course Schedule:

- Week 1 (Jan. 20) Hand out syllabus & align teams. What is a leader exercise. Leadership survey and calendar of events handed out.
- Week 2 (Jan. 24-28) Bass, Chap. 1-3 –Historical Breakdown of Leadership Theories. Intro to transformational leadership; Charlie Dexter
- Week 3 (Jan 31-Feb 4) Bass, Chap. 4-6 – Continued discussion on transformational leadership; Andre’ Layral
 - Assignments 1 and 2 due.
- Week 4 (Feb. 7-11) Bass, Chap. 7-10 – Continued discussion on transformational leadership; Andre’ Layral
 - Group 1 mini presentation: Transformational Leader & Why it is important
- Week 5 (Feb. 14-18) Project GLOBE, readings from House; Chap. 2 and then 1
 - Assignment 3 due. Director Fred Schlutt
- Week 6 (Feb. 21-25) Project GLOBE, readings from House; Chap. 4, 5, & 22
 - Group 2 mini presentation: Global Implications: How to be a successful international leader; Senator John Coghill
- Week 7 (Feb. 28-March 4) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 1-3; President Gamble
- Week 8 (March 7-11) Lord, Categorization Theory – Prototypes & Perceptions

- Chap. 4-6; Jim Dodson- unconfirmed
- (March 14-18) – Spring Break
- Week 9 (March 21-25) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 8 & 9; Former Borough Mayor Jim Whitaker
- Week 10 (March 28-Apr. 1) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 13 & 14
 - Group 3 mini presentation: Perception of Diverse Leaders; Nils Andreassen
- Week 11 (Apr. 4-8) Eagly & Carli, Gender; Chap. 1-4; Liz Ross
- Week 12 (Apr. 11-15) Eagly, Gender; Chap. 5-8; Kyong Hollen – unconfirmed
- Week 13 (April 18-22) Eagly, Gender; Chap. 9-11
 - Group 4 mini presentation: Select a successful female leader & discuss potential barriers to her future success. Jo Heckman- Unconfirmed
- Week 14 (Apr. 25-29) Final Presentations/Papers
- Week 15 (May 1-5) Final Presentations/Papers
- Final Exam May 9-12
 - Assignments 4 and 5 due.

This syllabus represents the best reasonable expectation of the instructor at the beginning of the semester, but is subject to change to improve the quality of learning or to accommodate unforeseen events (for instance, we may cover one less chapter than indicated on the syllabus in the case of foul weather).