

LEADERS 481-DL Syllabus
Mark Clare, M.A., M.S., Certified Lean Six Sigma Master Black Belt
Foundations of Leadership
Winter 2013

Contact Information

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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.

Text

Northouse, P.G. (2012). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.
ISBN 97814552203409

In addition to articles provided on the course's Blackboard site, students need to purchase the following articles directly from the Harvard Business School Press:

- Power and influence: Achieving Your Objectives in Organizations, Harvard Business Review, July, 2007
- Tactics of Influence: Three Ways to Project Influence, Excerpt from Power, Influence & Persuasion, Harvard Business School Press, 2005.

To purchase these articles at a discount register at <http://cb.hbsp.harvard.edu/cb/access/16612743>

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, a final exam, a final paper and assignments.

- Leadership measurement instrument analysis: 15 points
- Completion of four knowledge cards on leadership influence: 30 points
- Paper on personal philosophy of leadership (outline 10 points, final 25 points) : 35 points
- Comprehensive final exam: 20 points
- Participation in discussion board Forums is required but no points are awarded.
- **Total: 100 points**

Discussion Board Etiquette

The purpose of discussion boards is to allow students to freely exchange ideas and participation is required. You are expected to post response to discussion items and provide feedback on posts from classmates.

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 does not improve learning or your grade. 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

94-100% = A
92-93% = A-
90- 91% = B+
87-89% = B
85-86% = B-
83-84% = C+
80-82% = C
78-79% = C-
77 /below = F

Attendance

This course is asynchronous, meaning we will not meet at a particular time each week. There are optional synchronous sessions (on-line meetings) posted in the course schedule below. These meetings will be recorded but are not required.

Even though we will not meet face-to-face in a physical classroom or have regularly scheduled and required on-line meetings, 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

There will be no learning groups for this course.

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>>.

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 Notes:

- Each session begins on Monday and runs through Sunday unless otherwise noted. Optional synchronous sessions are listed below and are scheduled for 7-9pm CT on Tuesdays.
- Readings should be completed before assignments are attempted. All assignments are due on Sundays at 11:55 pm CT (unless otherwise noted) but earlier submissions are encouraged.
- There is a suspension of classes for observance of Martin Luther King Jr. Day on Monday, January 21, 2013.
- 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

Monday, Jan 7 - Sunday, Jan 13, 2013

Learning Objectives

After this session, the student will be able to:

- Explain the structure and approach used in this course
- Discuss the nature of leadership and the difference between management and leadership.
- Explain power as related to leadership, including the different sources of power.

Optional Synchronous Session - Tuesday, Jan 8, 2013, (7-9pm CT)

Course overview, expectations and Q&A. This session will be recorded.

Course Content (Readings)

- Browse blackboard site for the course and post introduction on discussion board
- Read three documents in the course information folder: Printable course syllabus, invitation to Leaders 481-DL and the course paper overview
- Read Chapter One, Introduction, pp. 1–14 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.
- Read pp. 37-60, on What Leaders Really Do, and pp., 61-87, on Leaders and Managers are They Different in the ebook (on e-reserve), Harvard Business Review on 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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 1).

Assignments – due by Sunday, Jan 13, 2013 at 11:55pm CT

- Complete Proctor Approval Application

Session 2

Monday, Jan 14 - Sunday, Jan 20, 2013

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

- Read Chapter Two, Trait Approach, pp. 19–40 and Chapter 15, Culture and Leadership, pp. 383–420 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.
- Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals. *Education and Urban Society*, 41: 3–24. (from e-reserve)
- Drodge, E. N. and Murphy, S. A. (2002). Interrogating emotions in police leadership. *Human Resource Development Review*, 1, 420–438. (from e-reserve)
- You will receive an invitation to join a Ning social network on knowledge cards. Accept the invitation and review the materials under the How it Works Tab. This includes a 5 minute video tour of the site and materials covering how to create a knowledge card.
- The deck we will be working on is the leadership influence deck. Review the deck (See Browse Decks Tab → Leadership influence) by reading the short description of each of the 9 competencies involved in leadership influence.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 2).

Assignments – due by Sunday, Jan 20, 2013 at 11:55pm CT

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

- Complete the Leadership Trait Questionnaire
- Pick one of the nine competencies in the leadership influence deck (knowledge card Ning network) you want to work on.

Session 3

Monday, Jan 21 - Sunday, Jan 27, 2013

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

- Read Chapter Three, Skills Approach, pp. 43–71 and Chapter Seven, Path-Goal Theory, pp.137–157 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 3).

Assignments – due by Sunday, Jan 27, 2013 at 11:55pm CT

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

- Complete and post draft of knowledge card one on the discussion board
- Complete the Skills Inventory Questionnaire

Session 4

Monday, Jan 28 - Sunday, Feb 3, 2013

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 styles 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

- Read Chapter Four, Style Approach, pp. 75–95 and Chapter 14, Women and Leadership, pp. 349–375 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 4).

Assignments - due by Sunday, Feb 3, 2013 at 11:55pm CT

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

- Post final version of knowledge card one on blackboard (for grading) and on Ning site (for sharing)
- Complete the Leadership Style Questionnaire
- Complete the Gender–Leader Implicit Association Test
- Personal Philosophy of Leadership Paper, Part One: Abstract and Outline

Session 5

Monday, Feb 4 - Sunday, Feb 10, 2013

Learning Objectives

- 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

- Read Chapter Five, Situational Approach, pp. 99–119 and Chapter 16, Leadership Ethics, pp. 423–449 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 5).

Assignments - due by Sunday, Feb 10, 2013 at 11:55pm CT

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

- Complete and post draft of knowledge card two on the discussion board
- Complete Perceived Leader Integrity Scale

Session 6

Monday, Feb 11 - Sunday, Feb 17, 2013

Learning Objectives

- Discuss why the contingency theory of leadership represented a major shift in the study of leadership.

Course Content

- Read Chapter Six, Contingency Theory, pp. 123–135 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.
- 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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 6).

Assignments – due by Sunday, Feb 17, 2013 at 11:55pm CT

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

- Post final version of knowledge card two on blackboard (for grading) and on Ning site (for sharing)
- Complete the Least Preferred Coworker (LPC) Measure Questionnaire
- Personal Leadership Philosophy Paper, Part Two: Rough Draft of Complete Paper

Note the rough draft of your paper will be posted on the discussion board (instead of uploaded as an assignment) so you can read and comment on classmate's papers. You will also be able see the comments I make on their drafts.

Session 7

Monday, Feb 18 - Sunday, Feb 24, 2013

Learning Objectives

- 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

- Read Chapter Eight, Leader-Member Exchange Theory, pp. 161–182 and Chapter 12, Team Leadership, 287- 315 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.
- Read pp. 171- 198 on The Work of Leadership in the ebook (on e-reserve), Harvard Business Review on 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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 7).

Assignments – due by Sunday, Feb 24, 2013 at 11:55pm CT

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

- Select, print, mount on 3x5 card (or download to phone/tablet) and begin to play knowledge card(s)
- Complete the Leader-Member Exchange (LMX) Questionnaire

Session 8

Monday, Feb 25 - Sunday, March 3, 2013

Learning Objectives

- 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

- Read Chapter Nine, Transformational Leadership, pp. 185–214 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.
- Read pp. 1–20 (why transformation effort fail), 21–54 (building your company's vision), and 159–187 (reshaping an industry) in the ebook (on e-reserve), Harvard Business Review on Change.
- Grenny, J., Maxfield, D., Shimberg, A. (2008), How to Have Influence, Sloan Management Review (from e-reserve).

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 8).

Assignments – due by Sunday March 3, 2013 at 11:55pm CT

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

- Complete and post feedback on playing knowledge card(s)
- Complete the Multifactor Leadership Questionnaire

Session 9

Monday, March 4 - Sunday, March 10, 2013

Learning Objectives

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

Course Content

- Read Chapter 10, Servant Leadership, pp. 219-248 and Chapter 11, Authentic Leadership, pp. 253–282 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 9).

Assignments - due by Sunday, March 10, 2013 at 11:55pm CT

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

- Complete and post draft of knowledge card four on the discussion board
- Begin work assembling six pack of knowledge cards for post-course use
- Complete the Authentic Leadership Self-Assessment Questionnaire
- Final exam opens on March 4 at 8am

Session 10

Monday, March 11 - Sunday, March 17, 2013

Learning Objectives

- 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

- Read Chapter 13, Psychodynamic Approach, pp. 319–347 of the textbook: Northouse, P.G. (2012). Leadership: Theory and practice (6th ed.). Thousand Oaks, CA: Sage Publications.

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 required. For this week's discussion topic(s), visit the discussion board in Blackboard (see session 10).

Assignments – due by Sunday, March 17, 2013 at 11:55pm CT

- Post final version of knowledge card four on blackboard (for grading) and on Ning site (for sharing)
- Post description of six pack of knowledge cards on blackboard (for grading)
- Complete the Psychodynamic Approach Survey
- Personal Leadership Philosophy Paper – submit final version for grading
- Final exam closes on March 15 at 11:55pm