LEADERSHIP THEORY AND PRACTICE
HODL 3204 ~ Section 03 ~ Fall 2017
Dr. Brenda L. McKenzie

COURSE DESCRIPTION:

A systematic study of the formal theories and models of the leadership process and the research supporting and challenging them. Students will complete a wide range of leadership self-assessments; design a leadership self-development plan; and participate in individual and group problem solving, decision making, conflict resolution, and performance appraisal simulations and case studies focusing on personal and organizational effectiveness.

COURSE OBJECTIVES:

Upon successful completion of this course, you will be able to:
- Describe concepts/constructs of each leadership theory;
- Critique the strengths and limitations of at least two leadership theories;
- Identify aspects of specific leadership theories in everyday life;
- Analyze situations and identify appropriate leadership theory for application;
- Communicate what leadership means to you, individually, and how you embody aspects of specific leadership theory/theories;
- Serve as an active group member who contributes to the accomplishment of group's objectives; and
- Clearly communicate thoughts, views and analysis verbally and in writing.

REQUIRED BOOK FOR THIS CLASS:

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives.* San Francisco: Jossey-Bass.

Additional readings posted in Brightspace.

CLASS POLICIES

Attendance and Participation: Because the class relies on everyone's perspectives, each class session depends upon everyone being in class. I am aware that life happens and that it is possible that upon occasion you may be forced to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class.

Participation is expected and highly valued in this class. Participation does **not** equal talking a lot. The following are examples of factors considered with evaluating participation:
- Contributing interesting, insightful comments

- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising relevant questions
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Attending all class meetings
- Being on time
- Using others' names and encouraging others to participate in the discussion

Assignments: Assignments are **due by the start of class** as indicated per the weekly calendar. Assignments must be submitted via Brightspace as **Microsoft Word documents** unless otherwise indicated. Feedback on assignments will be provided through Brightspace as well. Please contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade (i.e. points off for every day an assignment is late), because it *will* affect you in your professional life. If you have difficulty accessing Brightspace, either uploading assignments or accessing course content, please contact brightspace@vanderbilt.edu.

> **Format and Citations:** Papers, including citations and references, must be written according to APA format (6th edition) unless otherwise specified. In addition to utilizing the *Publication Manual of the American Psychological Association*, 6th edition, students can also consult resources on the class Blackboard site as well.
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> You *must* cite the sources you have used otherwise you are misrepresenting others works as your own, which equates to academic dishonesty. See chapter 6 of the APA *Manual* for additional information on what you must provide citations for – basically anything that is not "common knowledge." Your in-text citation must provide enough information for the reader to find the full reference in your reference list (usually the author and publication date). Your reference list must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

Electronics/Technology: Out of courtesy to classmates, please remember to turn to vibrate/off cell phones prior to class. Laptops/tablets are welcome for note-taking and doing research related to class, but not for non-course-related work.

This course is supported by Brightspace. Selected readings and other materials will be posted on Brightspace. You and your classmates may use Brightspace to e-mail each other. We are all

learning this new system together, so be patient as the processes are a bit different from what you may be used to using.

Holidays: If you will be observing any religious holidays that occur on a class date and will be unable to participate in class on those days, please let me know in advance.

Fall 2017 Vanderbilt holidays that impact our class:
- October 12-13, 2017: Fall Break
- November 18-26, 2017: Thanksgiving Break

<u>**ASSIGNMENTS**</u>

Given that leaders do not act alone, that leadership occurs from anywhere within an organization or group, and that you have to learn how to collaborate, compromise, and persuade others, a portion of your grade in this course will be attached to group processes. The only assignment where group work is acceptable is the Group Research Project; all other work should be done individually.

Group project – Case Study – 180 points - If we can agree that leadership is situational and context matters, what do we do with that knowledge? Does X or Y theory work best in situation A? Given that we all bring experience within different settings, each group will write a case study outlining a specific situation to address. We will then use these cases in class, facilitated by the group that developed it, analyzing and applying leadership theory. Specific components of this project are outlined below. A group grade will be assigned based on the average of the points assigned for the components. Final individual grades will reflect feedback provided by group members. More details on each component will be provided.

- **Case Study Development – 50 points -** A case study is designed to test the theoretical ability of a group to respond to a situation. More specifically, such exercises are discussion-based activities where class members consider various roles and decisions of a case scenario with the facilitating group guiding participants. Each group will create a case that can be based on a real world example or a created situation. Cases should include enough detail to assist in coming to a solution but should not "lead" to a proscribed resolution. In real-life, situations do not have clear-cut solutions or all the information available at the outset. Groups will have class time to work on case development and the opportunity to revise their cases. Drafts are due **October 31**; feedback will be provided. Final versions are due **November 7**; submit only one case per group.
- **Facilitation Plan Development and Facilitation – 50 points -** Each group will develop a 60-minute plan for facilitating their case in class. This plan should address group member roles and responsibilities, materials needed, how you will introduce the case to

the class, processing/debriefing questions, and points related to what theory application your group would recommend. Drafts are due **October 31**; feedback will be provided. Final plans are due **November 7**; submit only one plan per group. On their assigned date, groups will facilitate their case during class. Feedback will be provided to groups from classmates via a feedback form developed in class.

- **Case Study Theory Justification Paper – 50 points** - Each group will submit a paper that addresses the specific theory that group members believe is most appropriate for resolving their case framed as a consultant's report. The report should include:
    - An introduction
    - A brief outline of the key issue(s) of the case (no more than two pages)
    - A brief overview of the identified theory your group believes is most appropriate for addressing the situation (no more than two pages)
    - An in-depth explanation of what your recommended intervention/resolution would be and why, citing specific connections to the identified theory
    - A clear concise rationale for why this theoretical approach is most appropriate.
    - Conclusion
    - References

    Papers should be no longer than 10 pages excluding references and a title page, and submitted as a Word document in Brightspace; submit only one paper per group.

- **Individual Group Process Assessment – 30 points (graded individually)** - Each individual group member will submit an assessment of their group. This assessment should address:
    - What did you learn from this process?
    - How did this experience contribute to your understanding of the leadership theories addressed in class?
    - In what ways did your group achieve your learning objectives, including successes and challenges of the process?
    - Distribute a specified number of points across group members and rationale for your decisions considering:
        - Each individual members contributions and effectiveness
        - Each individual members roles and follow through
    - Perception of your own contribution in relation to other group members

This five-page maximum, double-spaced Word document should be submitted in Brightspace.

- **Reflection – 5 points each** - If leadership theories seem disconnected from real world application, one way to better understand them is through deep reflection. Throughout the course, you will have the opportunity to consider questions raised by the readings, how a specific theory connects to your experiences, etc. Reflection prompts will be provided. Reflections will be submitted via Brightspace as a Word document and should be no longer than 500 words.
  Due: September 5, 14, 28; October 19

- **Case Analyses – 10 points each** - Often when we talk theory, what gets lost is the application. For several theory groupings, you will have the opportunity to apply one theory to a provided scenario. For each scenario, you will identify the key issue(s) to be addressed, explain how you, as a leader, would address the scenario through use of a specific theory, and explain why you chose the theory you utilized including pros and cons of the use of that theory. Your analysis will be submitted via Brightspace as a Word document and should be no longer than two single-spaced pages.
  Due: September 19, 26

- **Leadership in Action – 50 points** - Who are leaders? How do they lead? What do they do when faced with a difficult situation? Identify three leaders (faculty, staff, employer, or students-no more than two students) that you can interview to learn about how they approach leadership. After developing a list of interview questions (a list of sample questions is available in Brightspace), conduct interviews with your three leaders. You will then analyze your interviews addressing the following:
  - General introduction of your leaders – who they are, their leadership role, why you selected these individuals, etc.; this section should be no more than two pages.
  - What are the experiences that shaped these individuals as leaders?
  - What aspects of your leaders' answers, actions connect to theory? Explain and provide specific examples.
  - From what you learned, what might you incorporate into action for you as a leader and why?
  Your paper should be no longer than ten double-spaced pages, use appropriate APA citations, and be submitted as a Word document in Brightspace.
  Due: October 17

- **Leadership Philosophy and Personal Development Plan – 40 points** - The purpose of this assignment is for you to construct your own *philosophy of leadership*. Your philosophy should be shaped by your experiences, course readings, and other courses you have taken. It is important to articulate a personal philosophy that guides your

decision making, irrespective of the specifics of the issue at hand. Your philosophy paper should address:

- o What does leadership mean to you?
- o How does knowledge of self impact your philosophy?
- o Are there special attributes that are essential to effective leadership?
- o How do/will you know when you are being effective?

Your philosophy should be no more than three double-spaced pages. Several samples are posted on Brightspace.

For your *personal development plan*, identify two areas of leadership you want to work on over the next year/12 months. For each area, identify two to three actions you can take, address how you will do so, and give yourself a deadline for completion. The format for your plan should be one that will work for you – a checklist, a chart/Excel file, etc.; several format examples are posted in Brightspace. As you develop your plan, consider SMART goals as a guide. SMART goals are **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely. You can submit your philosophy and plan as one piece or as two separate pieces; these should be submitted in Brightspace.

Due: December 5

GRADES (percentage of total)

Attendance (5 points/day x 28)	140 (32%)
Reflections (4 at 5 points each)	20 (4%)
Case Analyses (2 at 10 points each)	20 (4%)
Leadership in Action	50 (11%)
Leadership Philosophy and Personal Development Plan	40 (9%)
Group Project	180 (40%)

    Case Study Development (50)

    Facilitation Plan Development and Facilitation (50)

    Case Study Theory Justification Paper (50)

    Individual Group Process Assessment (30)

	TOTAL	**450 (100%)**

HODL 3204-03: LEADERSHIP THEORY AND PRACTICE
FALL 2017 WEEKLY CALENDAR

DATE	TOPIC	READINGS/*ASSIGNMENT DUE*
Aug. 24	What is Leadership? Course Overview/ Brightspace Overview	Syllabus Bass - The Meaning of Leadership *Survey due before first day of class*
Aug. 29	What is Leadership? Skills, Competencies, Group Work Successes/Challenges	Dugan, chapter 1 – The Evolving Nature of Leadership Bass - Concepts of Leadership: The Beginnings
Aug. 31	Power, Social Location, & Context	Dugan, chapter 2 – Critical Perspectives as Interpretive Framework Harvey - The Abilene Paradox (pp. 17-23 and 37-43)
Sept. 5	Critical Perspectives Critical Social Theory APA Introduction	Dugan, chapter 3 – Interpreting Leadership Theory Using Critical Perspectives Brookfield - What it Means to Think Critically *Reflection #1 due*
Sept. 7	Critical Perspectives Application Group Assignments/Group Contract Development Case Development Explanation	Tuckman - Developmental Sequences in Small Groups (pp. 384-387 and 391-395) Tuckman's Team Development Model Working in Groups: Introduction; What Makes a Group Effective; Keys to Creating Effective Teams; Surviving the Group Project; Appendices 1, 3, 4, & 6
Sept. 12	Person-Centered Theories Discuss Leadership in Action Assignment	Dugan, chapter 4 – Person-Centered Theories *Group contract due*
Sept. 14	Transformation Theories	Dugan, chapter 7 – Theories of Transformation *Reflection #2 due*

Sept. 19	Transformation Theories Application	*Choose one of the following to read:* Northouse, chapter 10 – Servant Leadership Skendall, chapter 2 - An Overview of the Social Change Model of Leadership Stone et al. - Transformational Versus Servant Leadership: A Difference in Leader Focus *Case analysis #1 due*
Sept. 21	Relationship-Centered Theories	Dugan, chapter 8 – Relationship-Centered Theories
Sept. 26	Relationship-Centered Theories Application	Lencioni - The Trouble with Teamwork Uhl-Bien - Relational Leadership Theory: Exploring the Social Processes of Leadership and Organizing
Sept. 28	Vanguard Theories	Dugan, chapter 9 – Vanguard Theories *Reflection #3 due*
Oct. 3	Vanguard Theories Application	*Choose two of the following to read:* Cooper et al. - Looking Forward But Learning From Our Past: Potential Challenges to Developing Authentic Leadership Theory and Authentic Leaders Heifitz & Laurie - The Work of Leadership Uhl-Bien et al. - Complexity Leadership Theory: Shifting Leadership From the Industrial Age to the Knowledge Era *Case analysis #2 due*
Oct. 5	Strategic Social Change APA Review	Dugan, chapter 10 – Toward a Justice-Based Leadership Model APA resource/s in Brightspace folder
Oct. 10	Strategic Social Change Application	Eagly & Chin - Diversity and Leadership in a Changing World Wagner, chapter 11 - Examining Social Change
Oct. 12	Fall break – no class	

Oct. 17	How to Write a Case	Farhoomend – Writing Teaching Cases: A Quick Reference Guide
	Case Study Rubric Development	*Leadership in Action due*
Oct. 19	Facilitation Components, Skills	Facilitation 101 Top 11 Skills of an Effective Facilitator
	Finalize Rubric Development	
	Case Development Group Work	*Reflection #4 due*
Oct. 24	Case Development Group Work in Class	
Oct. 26	Leadership in Pop Culture	Hughes et al. - Power, Influence, and Influence Tactics Northouse, pp. 10-13 Beyonce's Feminist Silhouette at VMAs Acts as Rebuke Against Feminism Beyonce Wants to Change the Conversation Beyonce Explains Why She Performed in Front of the Word "Feminist"
Oct. 31	Learning About Self	George et al. – Discovering Your Authentic Leadership
	Discuss Leadership Philosophy and Personal Development Plan Assignment	*Case draft and facilitation plan draft due*
Nov. 2	Current Events	Current Events reading to be provided
Nov. 7	Followership	Baker - Followership: The Theoretical Foundation of a Contemporary Construct Gardner - Leaders and Followers Rost, pp. 107-112 Giving and Receiving Feedback: A Guide to the Use of Peers in Self-Assessments
	How to Give/Receive Feedback	*Final case studies and facilitation plans due for all groups*

Nov. 9	Case Study #1 – Ananya/Cole/Shannon/Yamila	
Nov. 14	Case Study #2 – Liz/Julia/Kyle/Sandy	*Case study #1 group paper due* – Ananya/Cole/Shannon/Yamila *Case study #2 group paper due* – Liz/Julia/Kyle/Sandy *Case study #1 individual group process assessments due*– Ananya/Cole/Shannon/Yamila
Nov. 16	Case Study #3 – Toulia/Pauline/Quinn/Urvi	*Case study #3 group paper due* – Toulia/Pauline/Quinn/Urvi *Case study #2 individual group process assessments due* – Liz/Julia/Kyle/Sandy
Nov. 21/23	Thanksgiving break – no classes	
Nov. 28	Case Study #4 – Claire/Chakka/Sofia/Margot/Stefanie	*Case study #4 group paper due* – Claire/Chakka/Sofia/Margot/Stefanie *Case study #3 individual group process assessments due* – Toulia/Pauline/Quinn/Urvi
Nov. 30	Case Study #5 – Ben/Christine/Grant/Sydney Course Evaluations	*Case study #5 group paper due* – Ben/Christine/Grant/Sydney *Case study #4 individual group process assessments due* – Claire/Chakka/Sofia/Margot/Stefanie
Dec. 5	The Future of Leadership	Dugan, chapter 11 – Integration and the Path Forward *Case study #5 individual group process assessments due*– Ben/Christine/Grant/Sydney
Dec. 7	Leadership Theory and Practice Class Design Activity	*Leadership philosophy and personal development plan due*