LEADERS 481-DL Syllabus
Dr. Patricia McNally, Ed.D.
Foundations of Leadership
Summer 2014

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


[ISBN: 978-1-4221-5797-8 (pbk.)]

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.
LEADERS 481-DL: Foundations of Leadership

- 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.

- Participation: 25 points
- End of Chapter Survey Instruments: 15 points
- Group Article Analysis Assignments: 15 points
- Personal Philosophy Paper: 25 points (5 points for each draft submission & 15 points for the final)
- 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, without prior approval as mentioned, submitted after the Due Date will receive a 10% penalty per day for up to five (5) days. Work submitted after five (5) days of the due date will not be accepted.

**Learning Groups**
There are four (4) group assignments in the course. Students will self-divide into four groups of 5-6 students each. Each of the four groups will be responsible to write an analysis of one article or case study which will be assigned by the instructor. The group will then post their final paper and host discussion commentary on the discussion board in a session to be assigned by the instructor.
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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.

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 (6/23/14 – 6/29/14)

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

- Define “leadership.”
- Define “public leadership.”
- Analyze various descriptions of leadership.
- Analyze the five bases of power.
- Differentiate the terms “leadership” and “management.”

Course Content
Reading—For this session, please read:
pp. 1–16 of the textbook (Chap 1):


Web links:
N/A

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
Group Formation: Divide yourselves into groups of five or six (5-6) members. Report your group members names and a group name to the Professor (and TA if applicable) via email.

Session 2 (6/30/14 – 7/6/14)

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

- Discuss the history of trait theories.
- Discuss how the “Big Five” personality factors impact leadership.
- Identify personal strengths and weaknesses using the “Leadership Trait Questionnaire.”
- Discuss the “Skills Approach.”

- Explain the difference between a “skill” and a “trait.”

- Identify individual leadership competencies by completing the “Skills Inventory.”

Course Content
Reading—For this session, please read:

pp. 19–41 (Chap 2) and pp. 43–72 (Chap 3) of the textbook:


Web links:
N/A

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 leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

File Naming Convention: <LastNameFirstInitial_SessionNumber_QuestionnaireName>
Example: SmithJ_Session2_LeadershipTrait.doc

Session 3 (7/7/14 – 7/13/14)

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

- Explain the “Style Approach” and its central purpose.

- Evaluate individual orientation using the “Style Questionnaire.”

- Discuss “Situational Leadership.”

- Identify the characteristics of “Directive” and “Supportive” behaviors.
- Identify the four levels by which employee development can be classified.

Course Content

Reading—For this session, please read:

pp. 75–92 (Chap 4) and pp. 99–115 (Chap 5) of the textbook:


Web links:
N/A

Discussion Board

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Assignments

Each session you are responsible for completing the corresponding leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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Session 4 (7/14/14 – 7/20/14)

Learning Objectives

After this session, the student will be able to:

- Define “Contingency Theory.”

- Explain the three factors that need to be assessed when applying “Contingency Theory” to a situation.

- Analyze individual results on the Least Preferred Coworker (LPC) scale.

- Explain each of the four leader behaviors in “Path-Goal Theory.”

- Identify the subordinate characteristics that influence how workers interpret a leader’s behavior.

- Identify the task characteristics that influence how workers interpret a leader’s behavior.
- Identify leadership style using Path-Goal Leadership Questionnaire.

Course Content

*Reading—For this session, please read:*

pp. 123–135 (Chap 6) and 137–154 (Chap 7) of the textbook:


Web links:
N/A

Discussion Board

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Assignments

Each session you are responsible for completing the corresponding leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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Professional Paper Part One Draft: Abstract and Outline

**Session 5 (7/21/14 – 7/27/14)**

Learning Objectives

After this session, the student will be able to:

- Describe “Leadership-Member Exchange Theory.”

- Evaluate how "LMX Theory" challenges a basic assumption of prior theories.

- Explain the concept of “leadership making.”

- Explain the differences between “in-groups” and "out-groups."

- Interpret individual results from the “LMX 7 Questionnaire.”
- Explain the differences between “transactional” and “transformational” leadership.

- Explain the continuum of leadership from “transformational” to “laissez-faire.”

**Course Content**

*Reading—For this session, please read:*

pp. 161–183 (Chap 8) and pp. 185–212 (Chap 9) of the textbook:


pp. 1 – 21 “What Makes a Leader”. Goleman, D.


Web links:

N/A

**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 leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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Example: SmithJ_Session2_LeadershipTrait.doc

**GROUP #1 – (Due Monday Evening)** Post completed group analysis paper in Discussion Board for Session 5, and host discussion with classmates through Sunday evening.

Group Leadership Analysis Paper: In your group, write a 8-10 page summary and analysis paper of the article “What Makes a Leader” by Daniel Goleman from the HBR text. (Your paper should be written in APA style, Times New Roman size 12 font, double-spaced, with 1 inch margins on all sides. References, tables, and figures do not count towards the page limits.)

**Session 6 (7/28/14 – 8/3/14)**

**Learning Objectives**

After this session, the student will be able to:
- Define “Servant Leadership.”
- Evaluate the strengths and criticisms of “Servant Leadership.”
- Interpret individual results from the “Servant Leadership Questionnaire.”
- Define “Authentic Leadership.”
- Explain the components of “Authentic Leadership.”
- Evaluate the factors that influence “Authentic Leadership.”
- Interpret individual results from the “Authentic Leadership Self Assessment Questionnaire.”

Course Content
Reading—For this session, please read:

pp. 219–249 (Chap 10) and pp. 253–279 (Chap 11) of the textbook:


pp. 23 – 36 “What Makes an Effective Executive”. Drucker, P.


Web links:
N/A

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 leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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GROUP #2 – (Due Monday Evening) Post completed group analysis paper in Discussion Board for Session 6, and host discussion with classmates through Sunday evening.
Group Leadership Analysis Paper: In your group, write an 8-10 page summary and analysis paper of the article “What Makes an Effective Executive” by Peter Drucker from the HBR text. (Your paper should be written in APA style, Times New Roman size 12 font, double-spaced, with 1 inch margins on all sides. References, tables, and figures do not count towards the page limits.)

**Session 7 (8/4/14 – 8/10/14)**

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

- Compare early research on teams to more contemporary studies and explain the differences in approach.

- Explain the critical leadership functions identified by researchers.

- Explain the skills leaders must have to meet diverse team needs.

- Identify the qualities needed to be a competent team member.

- Explain the factors needed for a collaborative climate and for effective group norms.

- Explain the four sets of processes influencing the team’s effectiveness.

- Analyze a team in which you were or are a member and to which you provided leadership using the “Team Excellence and Collaborative Team Leader Questionnaire.”

- Explain how the psychodynamic approach differs from other leadership theories.

- Discuss how family patterns relate to leadership.

- Identify how parents, teachers, coaches, and others influence the adult leadership style.

- Describe Freud’s personality types and how they affect leadership.

- Explain Jung’s personality types and ways of classifying people based on these types.

- Analyze individual results from the “Psychodynamic Approach Survey.”

**Course Content**

*Reading—For this session, please read:*

pp. 287–315 (Chap 12) and pp. 319-344 (Chap 13) of the textbook:


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 leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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GROUP #3 – (Due Monday Evening) Post completed group analysis paper in Discussion Board for Session 7, and host discussion with classmates through Sunday evening.

Group Leadership Analysis Paper: In your group, write a 8-10 page summary and analysis paper of the article "What Leaders Really Do" by John Kotter from the HBR text. (Your paper should be written in APA style, Times New Roman size 12 font, double-spaced, with 1 inch margins on all sides. References, tables, and figures do not count towards the page limits.)

Personal Philosophy of Leadership Paper part- 2(Rough Draft) –This is a required assignment.

Session 8 (8/11/14 – 8/17/14)
Learning Objectives
After this session, the student will be able to:

- Review the differences in how popular press and researchers described/defined gender and leadership from the 1970s through early 2000.

- Explain the organizational barriers that put women at a disadvantage, including corporate culture and the pipeline theory.

- Explain the value of informal networks and mentoring relationships.

- Interpret individual results from the “Gender-leader Implicit Association Test.”

- Explain the history of globalization and what challenges and needs have been created.
- Explain the five cross-cultural competencies for leaders.

- Review leadership behavior and culture clusters.

- Interpret the results from the “Dimensions of Culture Questionnaire.”

Course Content

Reading—For this session, please read:

pp. 349–375 (Chap 14) and pp. 383–407 (Chap 15) of the textbook:


PDF of this Case Study is available for download in the Session 8 folder in BlackBoard.

Web links:
N/A

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 leadership evaluation instrument at the end of the Chapter from the Northouse Text, and writing a brief summary of your results. Answers should be limited to one page per survey instrument. If there are two chapters, then there are two questionnaires and summaries due that week. (Documents should be double-spaced, in Arial or Times New Roman font size 12, with 1 inch margins on all sides, include your name and date in the header.) Please use APA style and be sure to provide proper citations and references. (Tables, figures, references, or other graphics do not apply to the page length requirement.)

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GROUP #4 – (Due Monday Evening) Post completed group analysis paper in Discussion Board for Session 8, and host discussion with classmates through Sunday evening.

Group Leadership Analysis Paper: In your group, write an 8-10 page summary and analysis paper of the Case Study “The Administration of Juan Manuel Rivera” by Altshuler & Varley from the Kennedy School of Government. (Your paper should be written in APA style, Times New Roman size 12 font, double-spaced, with 1 inch margins on all sides. References, tables, and figures do not count towards the page limits.)

Session 9 (8/18/14 – 8/24/14)
Learning Objectives
After this session, the student will be able to:

- Define ethics, including its connection to Greek philosophers.
- Describe the differences between ethical egoism, utilitarianism, and altruism.
- Explain virtue-based theories and how they differ from teleological and deontological theories.
- Describe the five principles of ethical leadership.
- Interpret individual results from the “Perceived Leader Integrity Scale.”

Course Content
Reading—For this session, please read:

pp. 423–445 (Chap 16) of the textbook:


Web links:
N/A

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
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Complete the Final Version of the Personal Philosophy Paper.

Session 10 (8/25/14 – 8/31/14)
Learning Objectives
After this session, the student will be able to:

- Provide a comprehensive understanding of the predominant leadership theories presented throughout the course.

Course Content
Reading—For this session, please read:
No new material this session

Handout:
None

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
Complete the Proctored Final Exam (Due by Saturday Evening)