

**GBUS 870-001**  
**LEADERSHIP: THEORY AND PRACTICE**  
**Fall, 2009**

**Instructor:** Janice Foley  
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**Class time:** Tuesdays, 7:00-9:45 p.m.  
**Location:** ED514

**Required Text:**

Jon Pierce and John Newstrom (2008). Leaders and the Leadership Process. Readings, Self Assessments & Applications 5<sup>th</sup>

**Course Description:**

This course introduces students to current theory regarding leadership and followership. It is primarily a seminar class that focuses on discussion of the concepts introduced in the readings, which are intended to teach you about leaders and leadership processes. However, a second thrust of the course is to utilize short cases, experiential exercises and self-assessments to help students to examine their individual strengths and weaknesses as leaders and followers. Students are encouraged to relate all course materials to their own experiences. Please note that **advance preparation and active student participation are mandatory in this course.**

**Course Objectives:**

By the end of the course, you should have an excellent understanding of leadership, how followers help determine who is a leader and the behaviours leaders display, and how you can increase your effectiveness as a leader or follower.

**Evaluation:**

Leadership Report	40%*
Self-Reflection Assignment	25%
Discussion Questions	15%
Class Contribution	<u>20%</u>
TOTAL	100%

\* Presentation worth 10% of this total.

**Leadership Report (40%):** This is a two-part assignment consisting of a preliminary, and then a final, report on what **you** feel are the **most valuable** insights gained from the course regarding leaders and the leadership process. The preliminary report (worth 10%) will be due Day 7, and the final report (worth 20%) will be due Day 12. They will both be approximately 5-7 pages long. The latter report will be **presented** in class on Days 12 and 13 (worth 10%). The final report should **synthesize** and **justify** (using course content or personal experiences) what **you** feel are the **most valuable** insights gained from the course regarding leaders and the leadership process. The preliminary report will have the same goal, but will be based solely on material covered prior to Day 6. Changing your views between the two reports is perfectly acceptable, and may be a good indication that learning has occurred. Further details regarding this assignment will be worked out in class. While it is not mandatory and will not be handed in, you are strongly encouraged to keep a weekly diary of your thoughts, views, and criticisms of the course content as we move through it because it will help with this assignment and contribute greatly to your overall learning in the course.

**Self-Reflection Assignment (25%):** Throughout the course you will be doing self-assessments, cases and some experiential exercises that will help you relate the course content to yourself. This assignment is intended to help you develop a profile of yourself as a leader or follower, and critique yourself in these roles. To assist you with this assignment, you will be required to keep a **record** of your self-assessment scores and the personal meanings/interpretations you attach to them, using the template on p. xv of your text. This record must be handed in, along with a **3-5 page summary and critique** of what it reveals about your strengths and weaknesses as a leader or follower, and what kind of action(s) you could potentially take to improve your effectiveness. The record/interpretation is worth 10% and the summary/critique 15% of your final grade. This assignment will be due Day 12. Further details regarding this assignment will be worked out in class.

**Discussion Questions (15%):** In order to encourage discussion in class, thorough preparation of posted discussion questions is required. These questions are to be handed in at the start of class and will be evaluated on a pass/fail as well as quantity submitted basis. (See URCourses for my proposed evaluation scheme.) We will discuss this in class.

**Contribution (20%):** Contribution marks will be earned based on the degree to which your comments, the extra materials you bring to class, etc. enrich the learning experience of the class.

Contribution marks can be earned by:

- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Asking key questions that lead to revealing discussions.
- Engaging in devil's advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Working with others to come to a common understanding of the topics – in and out of the classroom.
- Participating enthusiastically in classroom group activities and group discussions.
- Listening open-mindedly and responding to what others say.

*Please note that it is possible to earn negative contribution marks, for example by continuously dominating class and group discussions and ignoring other students' input.*

Contribution marks will be allocated in the following manner:

*Exceeds Expectations*

17-20 Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations*

14-16 Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

*Does not Meet Expectations*

10-13 Students attend class regularly but only occasionally contribute to the classroom experience.

< 10 Students fail to contribute in any of these ways

**Other Expectations:**

Your presence will make a big difference to the dynamics of the class, the in-class activities and the degree of learning that occurs. Therefore, students are expected to come to class on time, stay for the whole class, and make a positive contribution while present.

Students are expected to thoroughly prepare for class sessions.

Students are expected to log into URCourses regularly to check for e-mails or any course-related announcements from me. You are also responsible for bringing to the appropriate class any materials posted on the web-site or any materials that must be obtained from me, as noted in your outline or on the web-site.

Students are expected to acquaint themselves with the administrative regulations in the Graduate University Calendar pertaining to academic misconduct, particularly disciplinary procedures for cheating and plagiarism and grade appeal procedures. These can be found on the Faculty of Graduate Studies web-site (Calendar> Policies and procedures).

In general, be advised that *each student is expected to do his/her own work and to refrain from engaging in any dishonest activity. This includes both giving and receiving assistance on exams and/or plagiarism on assignments. Any instance of academic misconduct, which includes using unauthorized materials for assistance during quizzes or exams or any testing period (this includes electronic translators - paper versions of dictionaries may be used), or misrepresenting another person's work to be your own, may result in immediate expulsion from the class, with a permanent grade of XF being placed on your transcript: the definition of XF on the transcript shows you were failed as a result of academic misconduct, and the course will count as a grade of zero toward your GPA.* There is no discretion in this matter for the instructor. The Associate Dean for Graduate Studies handles these cases.

**Special needs students**, if you require special accommodation of any kind in this course because of a disability, please discuss this with me and contact the Coordinator of the Disability Resource Office at 585-4631.

**All students** please note that the University of Regina promotes a **learning environment that is free of all forms of harassment and discrimination** and will neither tolerate nor condone any inappropriate or irresponsible conduct, including any form of behaviour that creates an intimidating, hostile or offensive environment for work or study.

**Course Schedule (see below):** The schedule is tentative and subject to change. In particular, there must be flexibility to allow for the requisite number of individual presentations.

Day 1	Sept. 8	<p><b>Introduction:</b> Ice-breaker activity Introduction to course, instructor, students <b>Exercise:</b> Sam Perkins (text p. 476) <b>Homework for Sept. 15:</b> Read Ch. 1(intro and readings 3-6) and Ch. 7 (readings 18&amp;20). Read Braniff case (posted on URCourses). Prepare discussion questions posted on URCourses for Day 2. <b>Commence diary entries.</b> Complete self-assessments in Ch. 7.</p>
Day 2	Sept. 15	<p><b>Leadership – What do leaders do?</b> <b>Case Discussion:</b> In what respects was Braniff a good/bad leader? Discuss assigned readings <b>Exercise:</b> Exploring leadership beliefs (text p. 484) <b>Homework for Sept. 22:</b> Read Ch. 2 (readings 7&amp;9) and Ch. 10 (readings 28&amp;29). Read case: A different style of leadership (text p. 477). Prepare posted discussion questions for Day 3. Complete self-assessments in prologue and Ch. 2. <b>Continue diary entries.</b></p>
Day 3	Sept. 22	<p><b>Leadership as a Relationship: Fairness, Trust, Ethics, and Followership</b> Discuss assigned readings Discuss assigned case questions. <b>Discuss:</b> Does being led in the style you prefer result in maximum performance? satisfaction? both? neither? <b>Exercise:</b> TBA <b>Homework for Sept. 29:</b> Ch. 3 (readings 10&amp;11) and Ch. 4 (readings 12&amp;13). Prepare posted discussion questions for Day 4. Complete self-assessments in Chs. 3&amp;4. <b>Continue diary entries.</b></p>
Day 4	Sept. 29	<p><b>The Leader As A Person: Traits and Gender</b> Discuss assigned readings <b>Exercise:</b> Characteristics of superior leaders (text p. 488) <b>Homework for Oct. 6:</b> Ch. 5 (readings 14&amp;15) and Ch. 6 (readings 16&amp;17). Read case: Donny is my leader (text p. 480) Prepare posted discussion questions for Day 5. Complete self-assessments in Chs. 5&amp;6. <b>Continue diary entries.</b></p>

Day 5	Oct. 6	<p><b>Becoming A Leader – Power and Influence</b>  <b>Exercise:</b> Leader-subordinate friendships (text p. 489)  Discuss assigned readings  Discuss assigned case questions  <b>Homework for Oct. 13:</b> Read Ch. 8 (readings 21-23) and Ch. 9 (reading 26). Prepare posted discussion questions for Day 6. Complete self-assessments in Chs. 8&amp;9. <b>Continue diary entries.</b></p>
Day 6	Oct. 13	<p><b>Becoming A Leader – Situational and Cultural Factors</b>  Discuss assigned readings  <b>Exercise:</b> TBA  <b>Homework for Oct. 27:</b> Read Ch. 11 (readings 24 [from Ch. 8], 30, 31), posted article by Foley and Polanyi, posted article re. Mondragon Cooperative, posted articles on servant leadership. Prepare posted discussion questions for Day 7. Complete self-assessments in Ch. 11. <b>Continue diary entries.</b></p>
	Oct. 20	<p><b>Class is cancelled this week to allow you to work on your preliminary leadership report.</b></p>
Day 7	Oct. 27	<p><b>Participative and Servant Leadership</b>  <i>Leadership Report Part 1 is due .</i>  Discuss assigned readings  Discuss initial leadership reports  <b>Video:</b> Mondragon Cooperative  <b>Exercise:</b> TBA  <b>Homework for Nov. 3:</b> Read Ch. 13 (readings 36-38) and Ch. 14 (reading 39). Prepare posted discussion questions for Day 8. Complete self-assessment in Ch. 14. <b>Continue diary entries.</b></p>
Day 8	Nov. 3	<p><b>Charismatic and Transformational Leadership</b>  Discuss assigned readings  <b>Exercise: Locker room talks (text p. 492)</b>  <b>Homework for Nov. 10:</b> Read Ch. 15 (readings 43&amp;44) and case or article (TBA). Prepare posted discussion questions for Day 9. Complete self-assessments in Ch. 15. <b>Continue diary entries.</b></p>
Day 9	Nov. 10	<p><b>The Dark Side of Leadership</b>  Discuss assigned readings  Case Discussion?  <b>Exercise:</b> Generating leadership lessons (text p. 501)  <b>Homework for Nov. 17:</b> Read Ch. 12 (readings 33&amp;34) and Epilogue. Prepare posted discussion questions for Day 10. Complete self-assessments in Ch. 12. <b>Continue diary entries.</b></p>
Day 10	Nov. 17	<p><b>Does Leadership Matter? Substitutes for leadership</b>  Discuss assigned readings  <b>Exercise:</b> Debate the question.  <b>Homework for Nov. 24:</b> Work on assignments due Dec. 1. <b>Final diary entry.</b></p>
Day 11	Nov. 24	<p>Movie Night: Leadership Through Film (text p. 496/7)  Discuss leadership lessons.  <b>Homework for Dec. 1:</b> Complete assignments due Dec. 1</p>
Day 12	Dec. 1	<p><i>Self-Reflection Assignments and Leadership Reports are due at start of class.</i>  Presentations.</p>
Day 13	Dec. 8	<p>Presentations  <b>Exercise:</b> Leadership beliefs revisited (text p. 499)  Course wrap-up, evaluations</p>