

LEAD638: Issues in Leadership Theory

Online Course: Fall 2012 (typically 3 cr; 2 cr with instructor permission)

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Dates & Times: Course starts on Jan 9 and goes through April 19; the weekly rhythm goes from Monday through Sunday; each week's discussion will open on Monday and close two weeks later. The course is designed as a 3-credit doctoral course requiring 180 hours of work.

Instructor of Record: Erich Baumgartner, PhD, Professor of Leadership and Intercultural Communication. Office: Bell Hall 173D (School of Education), Andrews University, Berrien Springs, MI. Contact me at baumgart@andrews.edu or by phone: 269.471.2523. This course is assisted by Andres Flores, graduate assistant, jorgef@andrews.edu.

The Moodle System: Enter the course site after Christmas by going to <http://aumoodle.andrews.edu>; enter your AU username and password, then click on LEAD638 Issues in Leadership Theory (Spring 2012). Moodle uses your *Andrews email address*. Please note that the university expects you to be responsible for any instructions sent that way. If you have problems contact Marsha (see Tech Help).

Tech Help ▲

- *Username and password issues:* contact **Marsha Beal** at dlit@andrews.edu (269.471.6200).
- *Working with library databases:* contact **Silas Oliveira** at silas@andrews.edu (269.471.6263).
- *Endnote issues:* **Terry Robertson** at trobns@andrews.edu (269.471.3269).
- *Course issues:* **Andres Flores**, graduate assistant, jorgef@andrews.edu.

The Mission of the School of Education

The School of Education, which houses the Leadership Program, sees its mission expressed by the phrase "To Educate Is to Redeem" and seeks to stimulate harmonious development for service. It bases its mission on six foundational knowledge elements embedded in all course work offered by the school. LEAD638 relates especially to Element III: Groups, Leaders and Change, but touches on the other elements as well.

Course Description ▲

This course is intended to develop a mindset about leadership. Current business books on leadership emphasize a recipe-like approach to leadership which has deluded many into thinking that they can explain leadership by ignoring the inherent complexity of most leadership situations and make positive attributions about organizations that seem to perform well (the halo effect). Unfortunately, true success in leadership is often hard and not based on easy answers. This course will provide you with access to the universe of often contradictory leadership theory and encourage you to think holistically about leadership. Building on the principle that "there is nothing more practical than a good theory" (Kurt Lewin) we will analyze how researchers create theories to explain leadership situations and help you think about how they show up in your own leadership context. We will also pay attention to the value foundation of leadership practice and explore the spiritual nature and implications of servant leadership.

While the course broadly addresses knowledge bases in the third sector of the competencies you will also be able to see many connections to other competencies. Here is a sampling of direct connections I see; I hope you will discover many more:

- 1A *Philosophical foundations*
- 1B *Ethics, values, and spirituality*
- 1C *Human development and learning*
- 2A *Effective communication*
- 2B *Mentor/coach*
- 3C *Organizational behavior, development, and culture*
- 3D *Implementing change*

Course Objectives ▲

This course is designed for students with leadership experience and course knowledge. It builds on the participant's prior knowledge and insights from past experience, observation, education, reading, and course work. It allows participants to explore new issues and various models of leadership, particularly situational, transformational, adaptive, and servant leadership.

A core objective of the course is to help you develop your own theory of action that "travels well" with you into the different contexts you are called to lead thoughtfully and that can guide your practice while keeping you open to the unexpected or new circumstances which may influence your actions. This objective will require you to enter this course with an open mind and a willingness to experiment with new thinking and learning.

For this purpose you will be asked to become aware of your own experience as a leader in the light of any of the concepts we will be studying. Experience in itself does not lead to learning. But experience becomes a powerful base for learning through reflection. We will do this by reading widely to understand different leadership theories and then work with these theories in analytical and reflective ways applying them to our own situation. Some of your reading will be devoted to examine the actual life of a historical or contemporary leader. Since no theory in the social sciences fits circumstances exactly you will be asked to reflect on how the theories you read do or do not help you in understanding reality. As you learn to critique theories from an informed practitioner's perspective you will also be given the opportunity to synthesize new theory. At the end of this course you will have

- Reviewed concepts, theories and frameworks of leadership, including servant leadership
- Researched and written a short biography of a little known but in your view exemplary change leader
- Reflected and written on numerous leadership issues
- Written two critiques of historical leadership theories
- Read, analyzed and summarized three research articles on leadership issues
- Given a regional group presentation using some of the best of your class projects
- Written a major paper that synthesizes your own learning in this course into your own theory of action which you intend to travel with as a leader
- Faithfully engaged in your learning community through regular online interaction

Please note that these are "achievement-based objectives." They describe what you will actually have done by the end of the course! These will be productive weeks that will get you started on developing the knowledge base part of your portfolio. In the process you will gain some confidence in writing a reflection paper that links theory to practice in multiple ways. So we will use the Leadership Program's rubric for reflection papers for the final assignment: the reflection paper! One of the most helpful aspects of the course is that it is structured in such a way that the final paper will be a synthesis of all the weekly work you are developing along the weeks of exploring, dialoguing and learning.

Course Requirements ▲

The course is organized around (1) readings and personal reflection in a learning journal, (2) weekly online interactions focusing on a specific leadership topic, resulting in or proceeding from (3) written assignments, and (4) eventually culminating in the final paper. Graduate work requires disciplined thinking expressed in writing. There will also be three mandatory online meetings via Adobe Connect (see schedule).

Since this is a required course for leadership program participants it uses all the tools the university makes available to you for (almost free). You are expected to be familiar with Endnote and APA/AU style and format, and use it in your papers. Endnote is a resource is available for free to registered AU students (<http://www.andrews.edu/library/ocls/offcamp.html#download>). The pre-week assignments are designed to get you seriously involved with Endnotes. If you need help please do the tutorials provided online by Endnote. APA style and AU format guidelines are on the Leadership Program's dissertation resource webpage (<http://www.andrews.edu/leaderpart/dissertation/index.shtml>).

Reading assignments are the basis for the weekly online forum and need to be completed before engaging in online interaction. You are expected to make your basic post early in the week and then come back to interact with your colleagues. Thoughtful and substantial posts aim at furthering the online dialogue. For this reason your active engagement in the weekly forum is foundational to this course. Missing the weekly interaction will be counted as missing class. The dialogue provides the basis for most weekly writing projects designed to explore how theories work and how they inform practical leadership realities. The final reflection paper will give you an opportunity to synthesize your learning in the course into your own leadership theory of action. Finally, make sure you are sharing some of your learning with your regional group to develop the pool of shared learning as you develop your competency-based portfolio. All assignments are explained in the Guidelines section of the course.

The Learning Journal

Each participant is asked to start a learning journal in which s/he keeps track of all the reading using the embedded Endnote software in Word. The journal is simply a file you set up with the label "[FirstName's] Journal" into which you enter your weekly reading notes, article notes and summaries, short reflections, and other assignments. The journal should be written in Times New Roman, 12 point, be single-spaced, and have at least three major sections with first level headings with appropriate second level headings for subsections: (1) Weekly reading notes, (2) Competency articles, (3) Course Assignments, and (4) References. The purpose of this journal is to start a reading and learning routine you can adapt for later to your own research practice. Make sure you always use Endnote to refer to any source, using proper in-text referencing of authors. This practice will automatically generate a full reference list. Set the output style to APA 6th edition. Format the bibliography in Times New Roman, 12 point, like the rest of the file, single spaced, but with single line in between entries. If you have never used Endnote expect the first couple weeks to be an intensive learning experience. Andres is ready to assist you. The more you use Endnote the more familiar you will become with its many functions.

Textbook, Articles & Leadership Films ▲

Required:

Richard L Hughes, Robert C. Ginnett, Gordon J Curphy. (6th or 7th edition). *Leadership: Enhancing the lessons of experience*. New York: McGraw-Hill.

The weekly instructions will also detail frequent assigned articles on various leadership issues or occasionally to select and watch a leadership movie in preparation for the weekly discussions.

Highly Recommended:

Martin, R. L. (2007). *The opposable mind: How successful leaders win through integrative thinking*. Boston, MA: Harvard Business School. (Was a required text for orientation 2011.)

Recommended:

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive* (1st ed.). San Francisco: Jossey-Bass.

Hamel, Gary. (2007). *The future of management*. Boston: Harvard Business School Press. ISBN-10: 1422102505. 288 pages (hardback). (Was a required text for orientation 2009. Hamel is a graduate of Andrews University. The *WSJ* considers him *the* foremost management thinker in the world.)

Rosenzweig, P. M. (2007). *The halo effect—and the eight other business delusions that deceive managers*. New York: Free Press. (Was a required text for orientation 2010).

Wren, J. Thomas. (1995). *The leader's companion: Insights on leadership through the ages*. New York: Free Press. 376 pages. Paperback. ISBN-10: 0028740912. This book is a collection of excerpts, articles, or chapters from original sources by highly regarded leadership authors. It will give you access to wealth of original leadership writing.

Scholarly Leadership Articles

In your LLP you have developed tentative leadership bibliographies. Now your task is to find and download scholarly articles related to your leadership competencies. Download them from a database of the James White Library (JEWEL) such as Sage and put them into them into an article folder called “[LastName]-LS-bib.” Be sure you include articles for your dissertation topic. Also download all articles you are required to read during the various weeks. As you build this article library create a bibliographic list of the references of all downloaded articles in your course learning journal file using the label “[FirstName’s]-Journal,” e.g.: Erich’s Journal. Eventually you will critically summarize (abstract), and reference at least three current scholarly leadership articles available in electronic form Make sure you also include articles for.

Make sure *before the course starts* that your Andrews University username and password are working properly so you are able to use the full universe of scholarly resources provided by Andrews University. This is a simple practice run for the larger work your thesis or dissertation will require. So get used to using all resources on a routine basis. Ideas for articles can be taken from many sources: your own research of the databases, the extensive bibliography of the main textbook (Hughes, et al.) or the recommended anthology from Wren, *The leader’s companion*, or from academic leadership journals. For help with using the JEWEL databases please contact Silas Oliveira, an expert in leadership issues and the off-campus support librarian of the library. Email him at silas@andrews.edu or phone him: 269.471.6263.

Learn to read smartly. Always read with the goal to understand particular concepts. It is best to first review the *structure* of a chapter, note its *purpose* and *objectives*, then look at the *key words* supplied at the end of a chapter, and finally read to understand these concepts, not necessarily word by word. Sometimes this means that you have to read a concept or section more than once when it is crucial for your understanding. In the end you should be able to identify theories appropriately that might help you to approach a situation as a leader if stated as a case study.

Online Meetings

Three synchronous course meetings are planned in Week 1, Week 6, and in Week 13. These meetings are a chance to meet in cyberspace and celebrate our learning community. They are a required part of the course. Please make sure you put them on your calendar.

Course & Assignment Schedule ▲ for use with Hughes, 7th ed

Readings are due at the beginning of the week. Assignments are due on Friday of the week.

Date	Week	Text (chapters)*	Subjects	Assignments (see Guidelines) Due on Friday
Jan. 9-15	1	Syllabus JACL article	Course introduction Introduce yourself to the class Start the Learning Journal	<i>Online meeting on Tuesday (7:00 pm)</i> A1 My Leadership Journey
Jan. 16-22	2	Hughes, ch 1 Review article	What makes for a good leader?	A2 Short essay: Leader and Manager
Jan. 23-29	3	Hughes, 2-3 Qual research article	Leadership Development	A3 Report: Interview of a successful leader
Jan. 30 – Feb. 5	4	Rosenzweig article	Researching leadership Avoiding the halo effect	A4 Critique 1 of Rosenzweig's article
Feb. 6-12	5	Hughes, 4 Article of your choice. Movie	Leader variables: Power, influence, values	A5 Critique 2 of a 2011 scholarly leadership article
Feb. 13-19	6	Hughes, 5 Article tba	Leading Across Cultures Webinar on Worldview (Thom Wolf)	A6 Reflection on worldview & leadership Turn in your Learning Journal
Feb. 20-26	7	Hughes, 6-7	Leader variables: traits & behaviors	<i>Online meeting on Tuesday (7:00 pm)</i>
Feb. 27 – Mar. 4	8	Hughes, 8	Leadership skills	A7 Reflection on competency development
Mar. 5-11	9	Hughes, 9-10 Heifetz article	Follower variables: motivation, satisfaction, performance, groups & teams	A8 Reflection: How to improve my contribution to my learning group
Mar. 12-18	10	Hughes, 11	Leadership skills	A9 Critique 3 of a scholarly article on change
Mar. 19-25	11	Hughes, 12-13 Harms article	Situation variables: organizational structure, culture, environment Contingency theories	A10 Theory summary & critique paper: a situational or contingency theory
Mar. 26 – Apr. 1	12	Hughes, 14-15 Avolio article	Situation variables, cont: Leading change; charisma, transactional versus transformational leadership	A11 Theory summary & critique paper: transformational leadership
Apr. 2-8	13	Hughes, 16	Leadership skills	A12 Change leader biography <i>Online meeting on Tuesday (7:00 pm)</i>
Apr. 9 -15	14	Martin article, Hamel article, Fullan article	Alternative explanations of leadership: Authentic leadership, servant leadership, spirituality & leadership	A13 Reflection on Servant Leadership A14 Regional group presentation report due
Apr. 16 -22	15		Developing a contextualized leadership theory of action Course synthesis	A15 My Theory of Leadership " (Final Paper) due Apr. 20 Turn in your learning journal

*Article assignments may still change as new articles are being published all the time.

The final paper is due on April 20. No DG is possible in this course. In unusual cases of sickness or death in the family occasionally an incomplete grade (I) is negotiated in advance of the final deadline with a date of completion indicated. Please note that the university charges a fee for I grades.

Online Learning ▲

I want you to think of this course as a participatory learning laboratory where we are cooperatively developing new theory. Thus great learning happens when you actively engage in weekly online conversation to share what you are learning: knowledge, resources, skills, and beliefs. You can expect to interact with the concepts of the class, the instructor(s), the other participants, and your previous experiences. You will notice the integration of spiritual dimensions throughout the course. If you have special learning needs, please contact the instructor.

Online interaction involves regular postings and readings of postings. Read and reflect before you write, and try cleaning up and trimming your posts in a word processor to avoid overly long posts. Make sure when you copy something into Moodle that it has an appropriate size. Post that are not too long will improve dialogue. The following rubric will be used to evaluate your weekly posting section (1, 2, etc.) for 8 points.

Posting Evaluation Rubric

Mental Model	Posting	Questioning	Reflecting/Connecting	Dialoguing
Definition	You post your message as if you were submitting an assignment - often repeating what has already been said - you don't respond to others.	You ask questions but often they aren't connected with what others have said - you don't engender a response.	You respond to what others have said - using their name or quoting them - sharing your personal experience, contributing thoughts or a metaphor to explain further.	You are present in the forum conversation - listening, asking for clarification, sharing experiences, affirming others, extending the conversation.
No Post or Low Words	0	0	1	1
Sometimes	2	4	5	7
All the time	1	3	6	8

Discussion Forum ▲

This year we will have only one main discussion forum where your online interaction will take place. You are expected to have read the assigned material before you respond to the posted discussion items on the topic(s) for a particular week. The weekly discussion will be posted by the instructor on the Friday before that week and will be closed two weeks later (on Friday). Please try to engage conversations during the first “live” week. Credit is given only for participation in live weeks. While you have an additional week to engage in the conversation on a given topic you will not be able to go back and post after two weeks. Five or more substantive postings per week are expected—either a direct response to the discussion focus of the week or a reaction to postings of your colleagues in your forum. Moodle allows me to monitor your engagement. What is more subjective is the quality aspect of the interactions. Use the above rubric developed by Dr. Freed to understand the desired characteristics of good postings.

Course Assessments & Moodle Drop Box ▲

Participation in the online dialogue and the live conferences in Connect Pro is required and noted. Weekly assignments are collected in a “dropbox.” They are described in some detail in the weekly course introductions. They get full points when they are complete and written in a careful way. They

should be written single spaced, except for the final paper which has to be in APA style and AU format, including title page. Occasional mistakes in grammar will be tolerated on most weekly assignments, but not in the final reflection paper which is destined to end up in the portfolio.

The course elements are weighed in the following way:

Online participation & postings	40%
Weekly readings & assignments	30%
Final paper	30%

Grade Scale ▲

Grade scale: A (95-100%), A-(90-94.9%), B+(87-89.9%), B (84-86.9%), B- (80-83.9%), C+(77-79.9%), C(74-76.9%), C-(70-73.9%), D(60-69.9%), F(59.9% and below)

Late assignments and erratic participation in the weekly online dialogue may contribute to a lower grade. It is expected that you make every effort to participate fully in the course. No DG is possible.

Academic Dishonesty ▲

Learning to be a scholar is vital to your development. It involves more than simply producing artifacts of scholarship (i.e. papers and presentations). It is the attitudes and skills of scholarship that are life-changing and empower you for a life of effective service. Academic integrity is part of scholarship. It is not the finished product as much as the work that creates that benefits participants. Dishonesty shortchanges scholarly development and foists a fraud upon the scholarly community. Examples of academic dishonesty are: (1) submission of material as your own that is in whole or part the work of another, (2) inappropriate citation and referencing, (3) possession of unauthorized material.

If you have any confusion about your role as a scholar in using scholarly material contact your instructor. In general, "plagiarism is the failure to cite sources properly. . . . The rules are not complicated. (1) For exact words, use quotation marks or a block indentation, together with the citation. (2) For a summary or paraphrase, show exactly where the source begins and exactly where it ends: Introduce the borrowing with a comment about it and close it with the citation" (Harris 2001, p. 133). If you want to read further consult Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles: Pyrczak Publishing. Did you notice the APA style and that I provided a page number after the author's name and the year of publication?

Disability Accommodations

If because of a disability, you require assistance or reasonable accommodations to complete assigned work please contact me. I will work with you on making this course, class activities, and exercises accessible for your full involvement. Support services for students with disabilities are available through Student Services.