

AEE 460: Foundations of Leadership Development

Fall 2006

M/W/F, 11:15 - 12:05 p.m.

301 Ag Administration Bldg.

Instructor: Kristina G. Ricketts, Ph. D.

Office: 439 Ag. Administration Bldg.

Office Hours: Mondays, 1 – 3 p.m.; Tuesdays, 9 – 11 a.m.; or by appointment.

Phone: (814) 863-0387

E-mail: kgr10@psu.edu

Prerequisite: AEE 360 (or by permission)

Required Textbook:

Nahavandi, Afsaneh. (2006). The art and science of leadership (4th ed.). Upper Saddle River, NY: Prentice Hall. ISBN 0-13-148541-5

Course Description:

Bernard Montgomery, a British Field Marshal, once said “Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.” This course is designed to build upon fundamental leadership theory and further explore historical and contemporary leadership theories, models and perspectives within a variety of contexts. Through dynamic interactions between the instructor, students and other experiences, each student should develop a more complete and holistic philosophical and theoretical leadership framework. Over the course of the semester, individuals will have different opportunities to practice and apply what they have learned.

Course Objectives:

Upon completion of this course, students will be able to:

- 1) Develop a more comprehensive understanding of their personal leadership style through self-assessments;
- 2) Identify, compare and contrast leadership theory;
- 3) Apply and integrate fundamental leadership concepts into a variety of situations;
- 4) Successfully evaluate leadership effectiveness within any context;
- 5) Describe and identify the salient link between leadership and various aspects such as power, motivation and trust;
- 6) Think critically about innovative leadership styles
- 7) Become the most effective leader he/she can be within future leadership positions.

Course Requirements:

This course will incorporate a mixture of lectures, discussion, case study and analysis, small group work, and presentations. The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. University Faculty Senate Policy 49-20 concerning Academic Dishonesty, and as spelled out in the Student Guide to University Policies and Rules, applies to this course: Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
- 2) Come to class prepared and ready to contribute, with readings and assignments completed.
- 3) Submit assignments on due date, as indicated. ***No late assignments will be accepted or graded.***
- 4) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Assignments:

Case studies: 100 pts. (4 @ 25 pts. each)

Throughout the course of the class, two video case studies, and two written case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. ***Case studies will always be due at the beginning of the next class period.***

Group presentation: 200 pts.

From a list provided by the instructor, a topic of interest will be chosen by individuals placed into groups of four or five. Together you will work to design a 30 minute class presentation based on the topic chosen. The presentation must include a class activity, and may also include any of the following components that contribute to your topic: PowerPoint, lecture, debate, case study and analysis, demonstration/role play, and/or mass media examples (i.e. TV or movie clips, Internet examples, newspaper articles, etc.). ***Topics will be chosen September 8th; outlines are due September 18th; presentations will begin the week of October 2nd.***

A thorough and complete group presentation will include:

- ◆ A demonstration of well-developed understanding of course concepts related to your topic;
- ◆ Integration of relevant examples that help facilitate classroom learning;
- ◆ Consideration (and addressing, if necessary) of the controversial issues regarding your topic; and
- ◆ An opportunity for your classmates to learn and meaningfully engage in the activity.

Leadership Interview (due on oral presentation date – Dec. 11th or 13th): 100 pts.

After thoroughly addressing a majority of the leadership styles and theories explored within this course, students will be asked to participate in developing an interview guide to use in interviewing a leader of their choice. Students will justify their choice of leader within their reports (NOTE: No peer interviews, please.). Finally, students will summarize their interview through a 3-4 page typed report which includes the following items:

1. Explanation of why the individual was selected (10 points).
2. Their perceptions of the person during the interview (20 points).
3. Key leadership characteristics displayed by this person (30 points).
4. Evaluation of the leadership tendencies of this person (20 points).
5. Your perception of the individual as a leader, after the interview (10 points).
6. Spelling and grammar (10 points).

During the final week of class, each student will stand up in front of the class and give a 5 minute oral presentation summarizing the most salient aspects of the interview, after which they will turn in their written report.

Attendance/Participation: 50 pts.

Students will receive points for showing up to class prepared to discuss the core concepts and theories presented, and providing examples that illustrate original and critical thought. Throughout the course, there will be “pop” attendance checks; those students without teacher excused absences or doctor’s notes will lose points if absent. These points will be awarded at the end of the semester – *if a student in on the border between grades (plus or minus 1-5 points), the professor reserves the right to “bump a grade up or down” dependent upon whether the student’s class participation occurs in a timely fashion and adds to the quality of the course.*

Quizzes (Three throughout the semester): 100 pts. each, or 300 pts. total

Final paper (due December 15th): 250 pts.

An 8 – 10 page (double-spaced) paper demonstrating an integrated understanding of the theories, concepts and the fundamental issues involved within successful leadership situations. This paper will reflect upon all of the theories, concepts and activities subsequently experienced within the course. More details, as well as grading criteria will be provided later in the course.

Total points available: 1000 points

Grading Scale

Points Required for a Specific Grade

Grade	Points Required	Grade	Points Required
A	937-1000	B-	820-846
A-	910-936	C+	793-819
B+	883-909	C	730-792
B	847-882	D	640-729

Note to students with disabilities:

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services (ODS) located in room 116 Boucke Building at (814) 863-1807(V/TTY). If you anticipate needing any type of accommodation in this course, please tell me as soon as possible.

Statement of Nondiscrimination:

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status..

Course Outline

Week	Day/Date	Topic/Due Dates	Readings
1	Wednesday Sept. 6	Introductions, review of syllabus, assignments, expectations, etc.	
	Friday Sept. 8	Introduction to leadership/Topic selection	
2	Monday Sept. 11	Effective leadership/Leadership culture	Chapter 1
	Wednesday Sept. 13	Roles and function of leaders	
	Friday Sept. 15	Video case study	
3	Monday Sept. 18	History of modern leadership/ Presentation outlines due	Chapter 2
	Wednesday Sept. 20	Current trends in leadership	
	Friday Sept. 22	Group meeting day – No Class	

Week	Day/Date	Topic/Due Dates	Readings
4	Monday Sept. 25	Leadership traits and characteristics	Chapter 3
	Wednesday Sept. 27	Personality dimensions/Self-assessments	
	Friday Sept. 29	Introduction to Power	Chapter 4
5	Monday Oct. 2	Power and leadership	
	Wednesday Oct. 4	Corruption, empowerment and leadership	
	Friday Oct. 6	Study Day – No Class	
6	Monday Oct. 9	Contingency models	Chapter 5
	Wednesday Oct. 11	Relational leadership theories	Chapter 6
	Friday Oct. 13	Video Case Study	
7	Monday Oct. 16	Situational leadership	
	Wednesday Oct. 18	Review	
	Friday Oct. 20	Midterm	
8	Monday Oct. 23	Participative management and delegation	Chapter 7
	Wednesday Oct. 25	Team leadership/Group development	
	Friday Oct. 27	Collaboration and cooperation	
9	Monday Oct. 30	Charismatic leadership	Chapter 8
	Wednesday Nov. 1	Transactional and transformational leadership	
	Friday Nov. 3	Transformational leadership/MLQ self-assessment	Hand out case study
10	Monday Nov. 6	Motivation/ Case study due	
	Wednesday Nov. 8	Trust	
	Friday Nov. 10	Leadership interview development	
11	Monday Nov. 13	Strategic leadership	Chapter 9
	Wednesday Nov. 15	Organizational executives	
	Friday Nov. 17	Change issues in leadership	Handout
12	Monday Nov. 20	Change	
	Wednesday Nov. 22	Thanksgiving Break – No Class	
	Friday Nov. 24	No Class	

Week	Day/Date	Topic/Due Dates	Readings
13	Monday Nov. 27 Wednesday Nov. 29 Friday Dec. 1	Conflict management and resolution Problem-Solving Servant leadership	Kirton handout Hand out case study
14	Monday Dec. 4 Wednesday Dec. 6 Friday Dec. 8	New theories in leadership/ Case study due Looking toward the future Leadership challenges	Chapter 10 Handout
15	Monday Dec. 11 Wednesday Dec. 13 Friday Dec. 15	Oral presentations/ Leadership interviews due Oral presentations/ Leadership interviews due Final paper due	

Note: This course outline represents an approximation of the topics to be covered, on the respective dates. Actual coverage will depend on the pace of discussion, the collective needs of students and the professor, along with the demands of time. You are expected, nonetheless, to keep pace with the calendar of assigned readings.