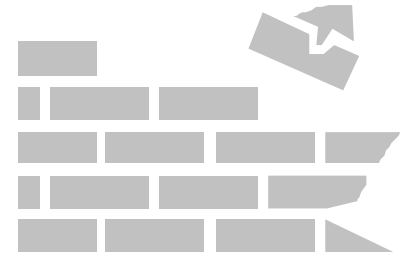


**LDSP 201 FOUNDATIONS OF LEADERSHIP STUDIES  
COURSE SYLLABUS - SPRING 2004**



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### **INTRODUCTION**

The "Foundations" course is designed to serve as a beginning point for an initial examination of leadership studies. The **purpose** of the Jepson School is to educate people *for* and *about* leadership. To educate people "about" leadership means that you, as learners, will study the history, ideas, theories and scholarship of leadership studies just as you would study any academic subject. To educate people "for" leadership means that you will gain insight into the practice of leadership to help prepare you to exercise leadership in "service to society." This course is the starting point of that journey in the leadership studies curriculum.

### **REQUIRED READINGS**

#### **Texts:**

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2002). *Leadership: Enhancing the lessons of experience* (4<sup>th</sup> ed.). Boston: McGraw-Hill. [Hereafter referred to as "*Hughes, et. al.*"].

Wren, J.T. (Ed.). (1995). *The leader's companion: Insights on leadership through the ages*. New York: Free Press. [Hereafter referred to as "*Wren*"].

#### **E-Reserves: (Acrobat Reader Required)**

Several articles are listed as required reading below under "Class Schedule and Assignments. You can access these assigned articles on the *Blackboard* website for this course (<http://blackboard.richmond.edu>) or from the *Course Reserves* section of the [UR Library Catalog](#) webpage. [Hereafter referred to as "*E-Reserve*"].

### **GRADING**

(See "*Explanation of Assignments*" section for details of each assignment)

#### **25% Group Case Study (Written and oral)**

- Written Interim Outline and Oral Report of Group Case Study  
(*Must include a group session at the Speech Center*)
- Site visits
- Peer Evaluations (Grade given by members of each group)  
*Grades below 80 lose 10 points from the final written paper and oral report grade, 70 and below lose 15 points and 60 and below lose 20 points.*  
*Note: Final grade for each learner may be modified based on peer evaluation as indicated below.*

#### **60% Exams (3)**

#### **15% Attendance, class participation, speaker attendance**

- **Attendance** is required at all class sessions  
*0 absences = 100; 1 unexcused absence = 90; 2 unexcused absence = 80; 3 unexcused absences = 70; 4 unexcused absences = 60; 5+ unexcused absences = 0. Excused absences require documentation from a dean or physician. The instructor's evaluation of team contributions can also be factored into this grade.*
- **Class participation** means that you have completed the required readings for class and are able to answer questions and participate fully in class activities. The instructor's observation of your group and class participation are also factored into this grade
- **Jepson Forum - Attendance required at speakers' events - *Leadership in Times of Crisis***


## COURSE SCHEDULE AND ASSIGNMENTS

### Symbols in the Syllabus

 = Assignment due

 = Speaker (Required attendance)

 = Video (view prior to class)

 = Exams

### Week 1

**Tues. Jan. 13            Introduction**

- Group assignments
- Class activity
- Distribute syllabus

## THE STUDY OF LEADERSHIP (“*ABOUT*” LEADERSHIP)

### DEFINING LEADERSHIP

**Thurs. Jan. 15            What Is Leadership?**

**Readings:**


Hughes, et.al. – Ch. 1-2

**Class Activity:**

- Explanation of:*
  - ✓ Routines for each class meeting.
  - ✓ Review of syllabus

### Week 2

**Tues. Jan. 20**

 **Assignment Due**

Prior to class session - Each class member should develop his/her own *definition of leadership* after completing the readings above. (To be shared in class with group members. This can be hand written)

**Thurs. Jan. 22            Initiation of group projects** (See Attachment 1 in syllabus)

### Week 3

**The Crisis of Leadership**

**Tues. Jan. 27**

**Readings:**

Wren - p.1; #1-2 and p. 25; #5<sup>1</sup>

 **Jan. 28, 7:30 p.m., Modlin Center for the Arts**

**Capt. Jim Lovell, Teamwork, Tenacity and Grace Under Pressure**

**Thurs. Jan. 29**

Wren – p. 45-47; #9

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<sup>1</sup>The symbol (#) refers to the number in the table of contents to the left of each article in the Wren textbook).

## STUDYING LEADERSHIP

### Week 4                      Historical Perspectives on Leadership

**Tues. Feb. 3**

**Readings:**

Wren – #12-13 and #14-15

**Thurs. Feb. 5**

**Readings:**

Wren - #10-11 and #16-17

\* Distribute overview of modern theories

 **Friday, Feb. 6 (Location to be determined)** - Video – *Sister Act* (the first one)


### Week 5                      Modern Conceptions of Leadership

**Tues. Feb. 10**

**Readings:**

Hughes, et. al., pp. 94-102

Wren, p. 81 and #18

 Video – *Sister Act* (the first one) - **View prior to class** (Available in MRC and local video rental stores).

**In class exercise** (See Attachment 2 in syllabus)

Identify the “**strongest**” examples from the video *Sister Act* of each of the theories of leadership below. Briefly **explain the key points of each theory** and **justify** why each example is a good illustration of the theory it represents.

*Group 1*

1. Servant Leadership
2. Transformational Leadership

*Group 2*

3. Transactional Leadership
4. Transforming

*Group 3*

5. Situational leadership theory
6. Path-goal theory

*Group 4*

7. Contingency model
8. Charismatic Leadership



**Thurs. Feb. 12**

**Exam #1**

## THE LEADER

### Week 6

**Tues. Feb. 17**                      Trait Theory

**Readings:**

Hughes, et. al., Ch. 7 (pp. 166-185)

**Thurs. Feb. 19**                      Studies of Leader Behaviors

**Readings:**

Hughes, et. al., Ch. 8 (pp. 205-218 and 225-236)

☛ **Thurs. Feb. 19, 7 p.m., Jepson Alumni Center**  
 Lincoln, Davis and Douglass: A Trio of Case Studies on Civil War Era Leaders

### THE FOLLOWERS

#### Week 7

**Tues. Feb. 24**

#### Readings:

- E-Reserve: Kelley, *If the People Will Lead, the Leaders Will Follow* (pp. 12-25)
- Wren – #31

☛ **Wed. Feb. 25, 2004, 7 p.m. Jepson Alumni Center**

**James MacGregor Burns and Frances Stewart, Transforming Leadership and Global Poverty**

### LEADER-FOLLOWER RELATIONSHIPS

**Thurs. Feb. 26**

#### Readings:

- Wren – p. 184 and #30
- Hughes, et. al., pp. 535-541 (Empowerment)

#### Week 8      **Theories of Leader-Follower Relations – *Burns and Bass***

**Tues. Mar. 2**      **The Three Ts – Transactional, Transforming and Transformational**

#### Readings:

- Wren – #19
- E-Reserve – Bass & Avolio, *Improving Organizational Effectiveness Through Transformational Leadership: Introduction*
- Wren - #20

**Thurs. Mar. 4**      **Charismatic Leadership -**

#### Readings:

- Wren - #21 and #43
- Hughes, et. al., p. 404 (Highlight 13.3) and pp. 407-412

#### Week 9      **SPRING BREAK**

#### Week 10

**Tues. Mar. 16**      **Servant Leadership - *Greenleaf***

#### Readings:

- Wren - #4

**Thurs. Mar. 18**      **Group Project Progress Report and Outline**

## THE PRACTICE OF LEADERSHIP (“FOR” LEADERSHIP)

### THE SITUATION

**Week 11**      **Contingency Leadership**

**Tues. Mar. 23**

#### Readings:

Hughes, et. al., - Ch. 12



**Thurs. Mar. 25 Exam #2**

**☒ Fri. Mar. 26 - (Location to be determined) - Video – *Remember the Titans***

**Week 12                      **Leading Groups and Teams****

**Tues. Mar. 30**

**Readings:**

Hughes, et. al., - Ch. 10 (pp. 288-306)

**☒ Video – *Remember the Titans* - **View prior to class** (Available in MRC and local video rental stores).**

**In-class Exercise**

After reading Chapter 10 in the Hughes et. al. text above and viewing the film *Remember the Titans*, each group should apply the designated readings to the film.

- Group 1            Developmental stages of groups (Hughes, pp. 292-293)
- Group 2            Process within groups – roles and norms (Hughes, pp. 293-297)
- Group 3            Group cohesion and groupthink (Hughes, pp. 297-300)
- Group 4            (Presents on Thurs.)

**🎧 Tues. March 30, 7 p.m., Modlin Center for the Arts**

**Leadership in Times of Crisis**

Roger Mudd, History Channel

Professor James Blight, Brown University

Mary Sue Terry, former Virginia Attorney General

Richard Thornburgh, Governor of Pennsylvania during the Three Mile Island disaster

**Thurs. Apr. 1                      **Power, Influence and Leadership****

**Readings:**

Hughes, et. al., - Ch. 5

**In-class Exercise**

After reading Chapter 5 in the Hughes et. al. text above and viewing the film *Remember the Titans*, Group should apply the designated readings to the film.

Group 4            Power and Influence (pp. 114-120 & 124-128).

**THE LEADERSHIP ENVIRONMENT**  
**(The Setting or Contexts for Leadership)**

**Week 13**

**Tues. Apr. 6 **Organizational Leadership****

**Readings:**

Wren, #22

E-Reserve: Hickman, *Leader-Participant Relationships in Organizations*

Hughes, et. al., - pp. 343-348

**Thurs. Apr. 8                      **Community Leadership****

**Readings:**

- Wren - #3  
Video – Mud Creek Clinic (Shown in class)

### Week 14

**Tues. Apr. 13 Political Leadership**

#### Readings:

- E-Reserve: Tucker, *Leadership as Activity* (pp. 15-27).

### MORAL RESPONSIBILITIES OF LEADERSHIP

**Thurs. Apr. 15**

#### Readings:

- Hughes, et. al., - pp. 139-149  
 Wren - #63

#### **Assignment Due**

Prior to class find an article from the newspaper or a news magazine that provides an example of an ethical/moral leadership problem or issue.

#### In class:

Apply the concepts in the readings above by demonstrating a direct link between the points raised in the assigned readings above and the issues in one of the articles from your group members. Answer the following questions:

1. What are the moral issues in this article?
2. What are the moral responsibilities of leaders with regard to these issues?
3. What are the moral responsibilities of followers with regard to these issues?

### Week 15


**Tues. Apr. 20**

#### Readings:

- E-Reserve: Lipman-Blumen, *Why Do We Tolerate Bad Leaders?*  
♦ Course and Instructor Evaluation  
♦ Peer Evaluations Distributed



**Thurs. Apr. 22 Exam #3**

 Peer Evaluations Due

### **FINAL PRESENTATION OF GROUP PROJECTS (Final Exam Schedule)**

 **Assignment Due - Final Written and Oral Group Project Reports**



**Class Celebration!  
[with food]**



**Section 4 (Tues. /Thurs 11:15-12:30 p.m.) - Tues. Apr. 27, 9:00 a.m. – 12:00 noon (with full breakfast)**  
**Section 6 (Tues. /Thurs 12:45-2:00 p.m.) Mon. May 3, 7:00 -10:00 p.m. (with full dinner)**  
**Section 5 (Tues. /Thurs 3:45-5:00 p.m.) Fri. Apr. 30, 2:00 – 5:00 p.m. (with full lunch)**

