Concepts and Theories of Leadership
OSTD-410 – 162
Fall 1 2010

Professor:
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Meeting times:
5:30 – 9:30pm
Beracha Hall Room 113

Course Prerequisites: CMMK 121, CST 295, OSTD 300, Senior Status


Course Description: Promotes leadership development through the study of leadership theory and concepts and encourages the practical application of leadership at all levels. It includes analysis of historical approaches to leadership and focuses on influential contemporary leadership perspectives such as Path-Goal Leadership, Situational Leadership, Transformational Leadership, and Ethical Leadership. Through an examination of leadership theory and research, self-assessments and reflection, and application to the work environment, students will create a personal leadership development plan.

Goals of the Course: This course extends the content of previous coursework on communication, human behavior, and work management by providing in-depth exposure to the leadership skills needed to succeed in professional settings. This course is designed to develop your knowledge and skills of leadership theory and practice and to make applications at the individual, group, and organizational levels. You will also have the opportunity to apply course content and improve your own leadership skills through the completion of a leadership development plan. Upon completion of this course, you will be better prepared to take on leadership roles in organizations and to utilize acquired knowledge and skills in OSTD 480 Organizational Theory and Practice.

Conversation

Objectives: of this course are a) to have you see the world of leadership as a behavior rather than a position.—to change what you notice and think about and how you apprehend the world of

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1 The following thoughts come from the words used by Professor Jeffrey Pfeffer’s as he “speaks” to his students regarding his class on Paths to Power at Stanford University. His words match the intent of how I would like you and me to approach a topic that has the potential to change, enhance, and grow the way you approach any assignment and challenge in life. This is because leadership is the cotter pin to individual, team, and group significance.
leadership around you—and b) to also change what you do as you navigate through that world of leadership. If the class is successful, you will be better able to achieve your objectives and never have to leave an organization or a position involuntarily. The objective of this course is not to just improve your understanding of the world of leadership, but to improve your performance as a leader.

To accomplish these objectives, we will spend some portion of many class sessions and the out-of-class assignments helping you focus on building your own action plan and skills for attaining the art of leadership.

It is important that you do all the assignments and the readings. The readings are well done and cover the subject of leadership in a fun and interesting way. It is also useful if you actually think about how this material applies to you in your current life as well as in your future career. Learning the material requires engaging with it.

Some Assumptions (or “Philosophy”) that Underlie the Class:

1. Involvement and Engagement. To accomplish our objectives, we need to be partners in the learning process. The currently available empirical evidence suggests that instructor ratings (as a measure of teaching) and student learning (as assessed on objective tests) are completely uncorrelated. That is not surprising as teaching and learning are two separate activities. Teaching is what I do, learning is what you do. One way of understanding my job is that I am in the role of your “personal trainer.” I will do my best to make available to you the tools—the readings, a classroom environment conducive to learning and to candid discussion, a very few class visitors and other materials—that I hope will motivate you and encourage you to learn the material. But learning is your responsibility. Moreover, it is your responsibility to decide what is important for you to learn and retain, and how best to do that. For that reason, you will find few if any handouts being distributed to summarize the class sessions or other such aids such as summaries of readings or texts. This is not a briefing, a lecture, or a presentation, it is a course. When you subsequently need to put the material of this course into practice, you probably won’t have the notes, handouts, the books, or me or my colleagues sitting near by. It is, therefore, my hope that you will work to internalize the learning, ideas, and the feelings and beliefs about power and influence that you develop during this course.

2. Education and Learning. Education is about seeing new things or seeing the same things differently. Therefore, the materials and ideas that form the basis for much of the course material have been selected because they actually do challenge many aspects of conventional wisdom or the taken-for-granted assumptions that many people hold about the sources of success and influence – leadership. They even occasionally may seem inconsistent with other classes you are taking or have taken at SPS or elsewhere. The ideas and concepts are, however, well-grounded in literature in the behavioral and social sciences. If some of the readings or discussions disagree with your ideas or cause you to feel uncomfortable, that is part and parcel of the learning process. The intent is to help
you find your unique DNA when it comes to influencing and helping people to do things they would not do without your influence.

3. **Leadership Models** Not every leadership theory we encounter is an approach you are necessarily going to like or want to emulate. This is a class about how to get things done, how to build and wield influence, and the multiple ways to accomplish these objectives. As former U.S. President Richard Nixon (quoting Bismark) once wrote, “Those who love laws and sausages should not watch either being made.” The question is not whether you like or don’t like a particular leadership theory but what you can learn from them and their experiences.

4. **Compare and Contrast.** Many of the class sessions will explicitly ask you to compare leadership theories. Our objective is to think more deeply about what works, when, and why, and these comparisons will help develop our ability to do that with respect to developing power and influence. We will be better able to draw out the essential well-grounded in literature in the behavioral and social sciences. If some of the readings or discussions disagree with your ideas or cause you to feel uncomfortable, that is part and parcel of the learning process.

**Learning Objectives**

1. To describe the historical development of the theoretical concepts of leadership.

2. To know, apply and indentify the strengths and weaknesses of the (1) trait approach, (2) skills approach, (3) style approach, (4) situational approach, (5) contingency theory, (6) path-goal theory, (7) leader-member exchange theory, and (8) transformational leadership. To compare and contrast the aforementioned leadership theories.

3. To identify, explain, and contrast the characteristics of authentic and team leadership and the various perspectives regarding women in leadership, culture and leadership, and leadership ethics issues and opportunities.

4. To understand current trends in the area of leadership and how theories apply to gender differences.

5. To appraise the leadership style of the self and others through the application of leadership theories and research to the workplace and community environments.

**Course Outline**

The Ignatius Loyola way will be the underlying model of how the course will be organized and taught. The class is structure around the five aspects of the Ignatian paradigm: Context, reflection, action, experience, and evaluation. The ultimate product of the course will be leadership development plan that will help you become a most effective leader in every aspect of your life. The learning process will consist of seven 500 word reaction papers, seven small group
case study discussions, seven short quizzes, four 1000 word essays and a personal leadership journal.

Create

1. **Context:** Tell the class your greatest leadership experience in class on August 26th. Your personal Myers-Briggs assessment to be included in your personal leadership development plan.

2. **Reflection:** 500 word essay due each week (Due Sept. 2nd, 9th, 16th, 23rd, 30th, Oct. 7th, and 14th) regarding your reaction to the end of chapter leadership survey taken by you before (35 points). A weekly journal entry regarding your observations of leadership behavior throughout your week and your reaction (35 points) (Due October 14th). Each week a student will be asked to share a journal story.

3. **Experience:** Five year Personal Leadership Development Plan (LDP). The leadership development plan will be based on the integration of course material through (1) the development of a personal leadership philosophy and (2) results obtained based on the eight leadership self-assessments and the Myers Briggs assessment taken in the course. The personal leadership philosophy and leadership development plan should incorporate information from the course with an emphasis on the application of research and scholarship from various leadership areas in your context and with your reflection. The leadership development plan will require students (a) develop their personal leadership philosophy and to: (b) identify leadership opportunities based on the surveys taken (c) assess their leadership strengths and weaknesses; and (d) identify developmental needs and specific actions to help meet those needs and life goals. The leadership development plan will be included in the portfolio. Discussion and a sample format is attached and end of this course outline (40 points) (Due October 14th).

4. **Action:** Small discussion groups concerning the end of chapter case studies (35 points). Also, the reaction papers will be graded by fellow students. The reason for this is to help you experience the practice of giving and receiving feedback on their and your work.

5. **Evaluation:** A weekly before class quiz on assigned reading. (35 points). Four 1000 word essays on the subjects of authentic leadership, women in leadership, culture and leadership, and leadership ethics. The Four essays written as critiques of an assigned journal article (20 points) (Due Sept. 9th, 16th, 23rd, and 30th) The essays are in lieu of meeting on October 1st. Evaluation is something that happens to you during the course of the semester, but is also something that you are given the opportunity to participate in both during the semester with learning logs and visit from the SLU teaching center on September 16th as well as at the end of the semester when you evaluate me.
Course logistics:

Class Schedule:

1. Learning logs and journal stories – 5:30 to 6:00 pm.
2. Quiz – 6:00 to 6:15pm.
3. Lecture – 6:30 to 7:15pm.
4. Reaction paper reading and coaching by fellow students – 7:30 to 8:00pm.
5. Case Study discussion– 8:15 to 9:00pm.
6. Work on Personal Leadership Development Plan - 9:00 to 9:30pm.
7. Two individual one on one coaching session – To be scheduled by September 2nd

Grading Scales:

<table>
<thead>
<tr>
<th>Grade</th>
<th>7 reaction papers, 7 quizzes, 7 journal entries, 7 small group discussions and 4 essays</th>
<th>LPD</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5 points</td>
<td>40 points</td>
<td>186 to 200 points</td>
</tr>
<tr>
<td>A-</td>
<td>4</td>
<td>36</td>
<td>180 to 185</td>
</tr>
<tr>
<td>B+</td>
<td>NA</td>
<td>NA</td>
<td>174 to 179</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>33</td>
<td>160 to 173</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>31</td>
<td>140 to 159</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>&lt; 28</td>
<td>&lt; 140</td>
</tr>
</tbody>
</table>

Attendance Policy:
Your success in this course will heavily depend on your attendance and participation in the classroom. You are expected to be present for every meeting of the course. If you are unable to attend a class or will be late for a class, you must notify me in advance of the absence. Reaction paper and essay writing assignments missed because of class absence will be due the class following the absence.

In lieu of taking a quiz because of a missed class, a critique of a journal article from the current issue of Leadership Quarterly will be due the class following the absence. Three un-excused absences will result in failure of the course.

Courtesy Expectations:
Students will treat their classroom obligations as they would treat any serious professional engagement. That includes:
1) Preparing thoroughly for each session in accordance with the instructor’s request;
2) Arriving promptly and remaining until the end of each class meeting;
3) Participating fully and constructively in all classroom activities and discussions;
4) Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, the cultural, religion, sexual and other individual differences in the SLU community;
5) Adhering to deadlines and timetables established by the instructor;
6) Providing constructive feedback to faculty members regarding their performance.

Disability Services:
Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at Saint Louis University are encouraged to contact the Office of Disabilities Services (977-8885; DuBourg Hall, Rm. 36). Confidentiality will be observed in all inquiries.

SLU Policy on Academic Integrity:
The University is a community of learning whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment of academic integrity. Academic integrity is violated by any dishonesty in submitting for academic evaluation the assignments and tests required to validate the student’s learning. Where there is clear indication of such dishonesty, the faculty and/or administration have the responsibility of applying sanctions in order to protect the environment of integrity necessary for learning. While not all forms of academic dishonesty can be listed here, the following instances should be seen as actions that not only violate the mutual trust necessary between faculty and students, but also undermine the validity of the university’s grading of students, and take unfair advantage of fellow students.

It is academically dishonest to solicit, receive, or provide any unauthorized assistance in the completion of assignments and tests submitted for credit as part of a course.

*Examples of such unauthorized and, therefore, academically dishonest assistance would be:
  a. copying from another student’s test paper, lab report or assignment, or allowing another student to copy from oneself;
  b. copying from a textbook or class notes during a closed-book exam;
  c. submitting material authored by another person but represented as the student’s own work;
  d. submitting as one’s own work/material without permission of the instructor that has been subjected to editorial revision;
  e. copying a passage or text directly from a book or journal without indicating the source or without using a recognized style for citing sources;
  f. taking a test or writing a paper for another student;
  g. taking a course for another student or securing another student to take a course for oneself;
  h. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor.
Faculty and students are encouraged to use the following links regarding any concerns or questions relating to academic integrity and plagiarism: [http://itr.slu.edu/CTEplagiarism.html](http://itr.slu.edu/CTEplagiarism.html) and [http://academicintegrity.slu.edu/](http://academicintegrity.slu.edu/)

COURSE PROJECT: Leadership Development Plan
A possible sample format can be found at the end of the syllabus.

Overview of Student Portfolios for Assessing Learning Outcomes:
The School for Professional Studies assesses learning outcomes at three levels: (1) Saint Louis University Educational Outcome Goals; (2) SPS Educational Outcomes Goals; and (3) Degree Program Learning Outcomes. Specifically, degree program outcomes are assessed through the completion of a showcase portfolio by students. The primary objective of the portfolio is to demonstrate what the student knows at the completion of his/her degree program. In addition, the portfolio allows students to reflect on the knowledge and skills that they have learned and provides the foundation for a career portfolio.

NOTE: The following project will be required for the student portfolio starting in Summer Term, 2002. **Although all of the students in the course will complete the project, only students who began the Organizational Studies Program in the Summer Term 2002 or thereafter will be required to save the project for inclusion in the portfolio.** These students will assemble and present the portfolio in a one-hour credit seminar that is taken prior to graduation. In the seminar course, the portfolio is evaluated by faculty according to established performance criteria and a grade of pass/no pass is given.

Project Description:
Students will engage in experiential learning as a means for creating a personal leadership development plan.

Learning Objectives Assessed:
- Develop effective problem solving and critical thinking skills as applicable to academic and professional contexts and demonstrate aptitude for scientific inquiry.
- Compare and contrast historical and contemporary approaches to leadership and utilize situational appropriate leadership styles in the classroom and professional contexts.

Performance Criteria:
- Leadership development plan consists of all necessary information required to connect the leadership philosophy to self-assessment results to leadership development initiatives.
- Leadership development plan consists of self-appraisal, application of theory, and an effective action plan for achieving leadership goals.
- Leadership philosophy incorporates content from multiple leadership perspectives and demonstrates an understanding of the impact of situational variables on leadership style.
• Description of and reflection on leadership assessment results are comprehensive, clear, and demonstrate insight into the student’s own strengths and liabilities.
• SMART (specific, measurable, attainable, relevant, timebound) leadership development goals are evident
• Clear, creative, and logical actions to achieve developmental goals are addressed.
• Writing is mechanically and structurally sound, with appropriately integrated terminology, tone and style.

*Students who are required to produce a portfolio need to save a paper and an electronic copy of the Leadership Development Plan until the portfolio is assembled in OSTD 485 OS Portfolio Pro Seminar.
Personal Leadership Philosophy

**Purpose**: To help students better understand their own strengths & limitations in leadership, to synthesize the course material, and to articulate their own leadership values.

**Description**: The personal leadership philosophy is a 3-5 page double-spaced document that provides a description of your values, skills, style, etc. with regard to leadership. Specifically, your leadership philosophy should emphasize what characteristics, skills, and style you bring to a leadership position, how you view yourself (as a leader) in relation to followers, and the context(s) in which you feel your leadership qualities would make you most effective. You can pull information from the different theories, self-assessments, discussions with peers, superiors, and subordinates, and the results of assessments you have taken in others courses or in your organization (such as the MBTI, the Highlands Ability test, the iWAM, or others) to develop this philosophy. You should use some creativity to integrate this material. Therefore, for most of the term it will be a work in progress.

The purpose of the initial leadership philosophy is to provide you with a starting point for considering and conceptualizing leadership. It is expected that your philosophy will change, and become more complete, as we proceed through the course. All of this will culminate in a final leadership philosophy that should be included in both the sourcebook and the leadership development plan.

Specifically, your leadership philosophy should answer 4 basic groups of questions:

1. What 5 (or more) traits, characteristics, skills, styles, motivation, goals, etc. do I bring to leadership that could make me effective? Why are these important?
2. What type of followers will I work most effectively with? Are there some followers that I cannot work well with? Why?
3. In what context will I be most effective? Are there characteristics of that context (such as position power, task structure, communication structure, cultural values, etc.) that will make me more or less effective? Why?
4. What is my overall approach to leadership? Which theories do I find most beneficial to my approach and why. Are there certain role models I use in shaping my overall approach to leadership (e.g., famous role model, someone I work with, a coach, a parent, etc.)?
LEADERSHIP DEVELOPMENT PLAN

Saint Louis University – School for Professional Studies

Concepts and Theories of Leadership
OSTD 410-162

Name: ___________________________ Organization: ___________________________
Position: _________________________ Course/Date: ____________________________

Principles of Development - The following is background information for students who are preparing a leadership development plan:

• Development occurs when we believe there is something at stake that is important for our career and that is congruent with what motivates us.
• It is easier to increase a desired behavior than to stop one that is undesirable. Working to take existing strengths to an exceptional level enhances leadership effectiveness far more than working on areas of mediocre performance to achieve some incremental gain.
• Extremely poor performance in even one critical competency drags down the perceptions of effectiveness on many other competencies. Therefore, fatal flaws must be overcome.
• Modifying beliefs about oneself, about others, or about a situation is likely to bring about change in behavior more quickly and easily than focusing on just behavior change.
• Acquiring new ways of thinking and behaving requires a clear vision of what the desired outcomes look like and specific indicators of success.
• Some of our personality characteristics and motivations contribute to our strengths and weaknesses and have a direct influence on the way we manage and lead.
• A pattern of behavior that is too low or too high in one context may be at a desired level for another context. The most effective leaders have the flexibility to adapt their styles to the requirements of the situation.

PART ONE: LEADERSHIP PHILOSOPHY

Insert your Leadership Philosophy from Section I of your Source Book
PART TWO: CAREER & PROFESSIONAL DEVELOPMENT INFORMATION

This section provides the opportunity to give some thought to your long-term career objectives and developmental needs. Please consider the questions below and make your best estimate of the responses at this time. Please note that the leaders of this organization are using these data to enhance the overall leadership development process and are interested in how you are thinking about your future at this time. Your answers are not cast in stone. These are merely discussion points for dialogue about your career development.

<table>
<thead>
<tr>
<th>Career Development Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think may be your next position(s) and what may be your ultimate career potential in this organization?</td>
</tr>
<tr>
<td>Please explain:</td>
</tr>
<tr>
<td>What academic experiences or professional training will help your advancement?</td>
</tr>
<tr>
<td>Education/Training:</td>
</tr>
<tr>
<td>What work-related or managerial experience would help you achieve your goals?</td>
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<tr>
<td>Work/Managerial Experience:</td>
</tr>
<tr>
<td>Is there anything else that would be beneficial to your career development?</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

PART THREE: SUMMARY OF SELF-ASSESSMENT RESULTS

- Your self-assessment can include assessments from the course, assessments from other courses (MBTI, Highlands Ability Test, iWAM), assessments taken in your organization, discussions with superiors, peers, and subordinates, and other sources.
- You should produce a summary of your results, integrating the key points you want to emphasize from those assessments.
- List and define what appear to be your 3 greatest strengths and 3 greatest weaknesses in terms of leadership behaviors. In addition, answer the following questions:
  1. How do you interpret your results in light of your current job/work context? In other words, how do you see your strengths and weaknesses playing out in your current job?
  2. Describe yourself as a leader in light of these interpretations.
  3. What are alignments/discrepancies between your personal leadership philosophy and your self-assessment results?
  4. Do you see a potential “fatal flaw” in the results? If so, identify it and incorporate into your developmental plan.
  5. If there is not, in your judgment, a fatal flaw, what area or areas would you build on to bring more in line with your leadership philosophy and goals? This should focus on ways to leverage your strengths.
PART FOUR: ACTION PLANNING

- Identify 2 goals that you will set for yourself to develop your leadership skills
  - Place this at the top of the page in bold text; some suggestions to help you craft an effective developmental goal:
    - Goals should focus on ways to overcome a fatal flaw (if one exists) and on ways to leverage strengths
    - Make sure your goals are SMART
      - Specific – state a specific goal that involves behavior change
      - Measurable – something you can quantify or objectively measure
      - Attainable – goal should be slightly challenging but realistic
      - Results-focused – a goal that will show a specific set of results
      - Timebound – within a set period of time.
    - Consider how you might address your liabilities (weaknesses):
      - Use your liabilities to help you determine what contexts (jobs, work environments, etc.) you should avoid
      - Use your liabilities to help you determine what types of people you should have around you that do not possess those liabilities
  - For each goal, answer the following questions:
    1. What will achieving the goal do: help you to leverage a specific strength(s), overcome a specific weakness(es), or a combination of the two?
    2. How will you behave differently if you achieve that goal?
    3. How will the organization benefit from your achievement of that goal?
    4. What are some specific activities you plan to do to help you reach your goal, and how will they help you?
    5. By what date or time frame do you want to have achieved your goal?
    6. Who will help you achieve your goal (Partner)? This could be your boss, a co-worker, a coach, or someone else. Essentially, this person will help you monitor your progress, give you feedback and advice when needed, and help you overcome obstacles that you encounter.
    7. How will you know you are making progress (Milestones)? Please be as specific as possible. I want to know the specific ways in which you will know you have achieved your goal.

Development Goal #1 Plan:

Please write your developmental goal in the space below:

#1. Below, provide some narrative text to describe your goal and how it will help you develop your leadership skills (so your instructor can understand your rationale) – DO THIS BY ANSWERING THE 7 QUESTIONS FROM THE OUTLINE

Continue Same Process for your next goal
Development Goal #2 Plan:

Please write your developmental goal in the space below:

#2.

- Below, provide some narrative text to describe your goal and how it will help you develop your leadership skills (so your instructor can understand your rationale) – DO THIS BY ANSWERING THE 7 QUESTIONS FROM THE OUTLINE
- Continue Same Process for your next goal