

Course Identification: LEADERSHIP THEORIES BA509

Location: MBA PROGRAM, UPPER IOWA UNIVERSITY
MADISON CAMPUS, INSTRUCTOR M. VAUGHAN
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TERM INFORMATION: Term II, 2009

DESCRIPTION: Learners will acquire specific knowledge of a bit of classical, and all the modern theories on leadership. That includes definitions and methods used in analysis. Many other courses in the program, in parentheses, are linked to this course. Focus here is on leader roles and skills, styles and types. We first encountered this topic in Organizational Behavior (BA 505); we also encounter Diagnostic models and self assessment (BA 560), leader measurement and problem analysis (BA 520 and 590), selection and training (BA 520), conveying culture and leading organizational development (BA 555 and 553). In this course, BA 509, learners are assessed on their regular application of these topics to one's own concrete experience, doing critical thinking.

COURSE PLACE AND TIME : Friday's 7 to 9, and Saturdays 8 AM to 4 PM at the Madison campus on the west end of Hammersley Road. We meet every other weekend, except by special arrangement.

COURSE DATES: four weekends of Oct 30/31, Nov. 13/14; 27/28; Dec. 11/12.

COURSE METHOD: The general method is the graduate seminar, in which readings and assignments will be discussed through assigned study questions, exercises, and readings as below. The first 3 weekends we have lectures & recitations by students, discussion; the last weekend we have discussion only.

To make sensible progress, students will receive 'pre-work' before the first weekend; and a final essay is assigned to be submitted for grade before 12/20.

COURSE PLAN PER WEEKEND: On the 2nd, 3rd, and 4th weekends on Fridays we will have discussion of work in progress (see below); on Saturdays recitations, lecture, discussion, and exercises completed in class.

Learners will notice the assignments are lengthy in the syllabus below, because fully two weeks go by between weekends when we meet. The time for getting homework accomplished must be budgeted steadily.

TEXTS: Required: Andrew Dubrin, LEADERSHIP, 2007, 5th edition.
Houghton Mifflin, Boston.

Additional readings: (only for students with limited experience with US business and its leaders):

Kouzes and Posner, THE LEADERSHIP CHALLENGE, 2007, 4th edition; Jossey and Bass, San Francisco

We will use excerpts from such basic sources as theories from John P. Kotter, LEADING CHANGE; ORGANIZATIONAL CULTURE AND PERFORMANCE, and other excerpts provided by Prof. Vaughan.

ELECTRONICS AND ETHICS IN THE CLASSROOM

We permit no cell phone use during classtime, and laptop use only under surveillance from Vaughan and written permission. Any possibilities of plagiarism will be strictly monitored.

BIOGRAPHY

Prof. Vaughan earned a living as a manager, a department chair, a dean, a consultant, and as a teacher. Consulting includes leadership problems. Her career, begun in the 1970's, has included the topics of leadership theories to four levels of clients: BA, MBA, PhD, and postdoctoral. She taught overseas one year in Germany. Her research (on America's nuclear power industry) was conducted in Spain, Holland, Singapore, the UK, and the US on project leadership. Her dissertation treated theoretic questions about large-scale, long-term international projects in engineering and energy production, with emphasis on the role shifts of project leaders. In the 90's her own education expanded to include drawing, painting, and nonfiction writing. In Wisconsin she is active in community politics, service, peace activism alternative energy, and sports. Her children and grandchildren live in WI and MT. She's a gardener.

STUDENT PRODUCTS AND GRADING

Products are three kinds: Recitations in each weekend, one midterm exam, and three essays. Essay #3 is due by mail to her, on or before 12/16, several days after the last class meeting on Dec. 12.

The midterm exam on weekend 3 will allow four hours to complete, must be done on site, and will allow open books and open notes.

Exams and Essays: Grading of the exam and the essays is on a scale of A through F, using these five criteria:

*****clarity ***** organization ***** sticking to the question***** proper referencing of text ***** evidence of critical thinking.

A student guide is circulated in class to define these terms.

Recitations: Grading of the recitations is on a scale of High Pass =A, Pass=C and No Pass=F.

Final Grades: Final grades are calculated this way:

Midterm exam is 1/3 of course grade

Average of recitations is 1/3 of course grade

Average of essays is 1/3 of course grade.

COURSE OBJECTIVES

Professor Vaughan aims to build up both knowledge and skills in each learner's repertoire. They work together to raise one's abilities as recognized by the accreditors of the university's MBA program. Her 7 objectives are:

- be able to internalize the skill of critical thinking in any learning process
- write clear communiqués (writing across the curriculum)
- proper use of required texts to reference ideas
- apply leadership theories to concrete situations, using contingency analysis
- develop a "self-as-diagnostician" and a "self-as-prescriptive assistant" to serve any organization as an in-house consultant, using knowledge about leadership including its measurement.
- select key interests within the coursework, and the skills to pursue them further in a scholarly way
- identify intersections between this course and other courses in one's study program.

SYLLABUS OF READINGS/ASSIGNMENTS FOR BA/PA 509

Week I, Oct. 30, 31:

Friday:

Introduction of texts and course plan for essay-writing, recitations, and explain any takehome assignments. Leader selection worksheet discussed.

Tonight we will START recitations, just to get the hang of it. Pre-reading will be done before this week, of Chapters 1, 2, 3 in Dubrin; and the preparation for Saturday of study questions on pp. 25-26, # 1, 3, 4, 8;

p. 58, # 3, 6, 8, 10;

p. 89, #2, 6, 7.

We will only START these recitations; we will finish them on Saturday.

Class will discuss their choices of 4 problems about leader styles, encountered in the past.

Kotter's work will be explain with handouts.

Saturday: Complete recitations

Scan Kotter handouts. Exercise on Kotter's theory.

Prepare worksheet on "leader fit". Discuss.

Prepare outline of key theories in chapters 1, 2, 3, 4, 5, 6.

Generate and consider ideas for Essay #1 and Essay #2

Lecture on traits, behaviors, styles, role, skills.

Vision, charisma (House), credibility, trustworthiness, cognitive factors.

Humility in Level 5 leadership. Transformational leadership.

How to write a case history. How to write an abstract.

What are contingency factors?

Assignments for Weekend II:

Complete Essay #1, which is a case history, using chapter 3 along with other readings to date from Chapters 1, 2,3 and handouts. It will include an abstract.

Explain how this case history can be understood, using theories in the text.

Read Dubrin chapters 4, 5, 6, 8, 10. Take notes as you read, giving examples of your own on a leader's decision-making style, ethics, contingency factors, and effective/ineffective influence tactics used by a leader. These notes are for your use only. Prepare to recite answers to:

p. 130, #1, 3, 4, 8; p. 163, # 2, 5, 7; p. 193, #2, 3, 6, 9, 10;

p. 254, # 9; p. 317, # 1, 3, 7, 9.

WEEKEND II.

Friday, Nov. 13. Essay #1 is due this evening.

Case histories presented briefly in class, using the abstracts...and taking questions. Explain reasons for choice of case.

Saturday, Nov. 14:

Recitations.

Lecture/discussion on corporate culture and leader "fit." Culture change and leader skills. How leader problems caused an evolution in leader theory.

Comparing theories, using our study notes. Variables of change. Variables of "reach." Need for innovation (scan parts of Chap. 11). Leaders for research teams. Creativity in the team AND its leader? Scan chapter 9 for useful theory. Interviewing as a research method, to study leadership.

In-class exercises to plan Essay #2.

Leader as motivator. Failures. Level 5 leadership... trivial or substantial as a theory for use in the US? Examples of social responsibility in our experiences.

Ethics and contingencies. Examples of Practices and Methods on pp. 342 – 344. What is a case analysis?

Assignments for Weekend III:

*Complete Essay #2. Read chapters 7, 12, 13. **Prepare Review Questions:***

p. 225, # 5, 6, 7; p. 386, # 1, 6, 7, 10; p. 413, # 7, 8, 9.

Essay #2 assignment: Prepare 3 case histories, no more than one typed page each. These will treat 3 topics as listed here, one topic per case history.

- a. Why office politics and power "go together"... or not.*
- b. Recognizing presence or absence of a "learning organization."*
- c. Key aspects of organizational communication a leader ought to master.*

These histories can be from your own experience or from interviews with someone else. Attach to each case history a guide, no more than one page for each guide, naming analytic tools found in the text you want to use for doing case analyses, and why you chose them.

WEEKEND III, Nov. 27, 28

Friday: Essay #2 due by mail. See Vaughan's address above.

KEEP A COPY FOR YOUR OWN USE.

Reporting on content of Essay #2. Plans for Essay #3 discussed.

Saturday: Midterm Essay Exam.

Assignments for Weekend IV:

NO NEW READINGS!!!

Review the 4 theories of LMX, Path-Goal, Situation Leadership, and Kotter's theory. Try a couple of examples of your own using contingency analysis and each of the four theories.

Choose any examples that suit your interest.

WEEKEND IV, Dec. 11, 12

Friday: meanings derived from using contingency analysis

Examples discussed.

Saturday:

Consideration of power, politics, and change processes....

the Good, the Bad, and the Ugly.

How do we solve these issues? Get rid of bad leaders?

What tradeoffs did you see, when you compared the 4 theories assigned?

We will have an open forum discussing the assignment for Essay #3, handed out today.

Please remember: Essay#3 is due by mail, to arrive at Vaughan's mailbox no later than Dec. 16.