ADGR774401, Leadership: Theory and Practice  
Fall 2014  4 Credits

Instructor: Elisabeth Hiles  
email: ehiles@bu.edu

Office: St. Mary’s Hall South, ground floor  
Office Hours: By Appointment  
Telephone: 617-290-4116

Schedule (class times and day(s)): Tuesdays, 6:30pm – 9:00pm  
Room: Stokes 117S

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations. A hybrid course utilizing required classroom attendance on September 1, 15, 29, October 20, November 3, 24, December 1, 8. The other weeks will require monitoring and posting to the virtual classroom on Canvas 2-3 days each of those on-line weeks to submit work and engage in on-line discussion

Course Objectives
1. Learning how to apply course material along with techniques and procedures covered in this course to address leadership demands. Students will learn theory and skills necessary to solve complex leadership issues.
2. Learning to analyze and evaluate critical leadership dilemmas. Students will learn methods and skills to address ethical concerns in leadership.
3. Students will demonstrate knowledge and skills across cultural settings and will learn the impact of leadership across cultures and gender. Students will be exposed to specific leadership concerns experienced by women and by working cross-culturally.
4. Students will demonstrate knowledge of ethical theories pertaining to complex organizational dilemmas demonstrated through case studies and theory. Students will learn different ethical theories and how to apply them to case studies.

Grading
Class participation: 25%
Online participation: 25%
Papers/Assignment: 25%
Final presentation: 25%

As the grading indicates, in-class participation is 25% of your grade. This means that class attendance/showing up on time is mandatory, and, due to the limited number of on campus meetings, attendance is
required at ALL scheduled dates. You should come to class prepared to share your insights on the readings. Also, as cited above, online participation is 25% of your grade. This means that it is a course requirement to participate in the online discussions. There are 6 scheduled online discussions, each of which is worth about 4% of your grade.

**WCAS Grading System**
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (0.67), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (0.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)**
Available in book store

**Important Policies**
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.
**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**

Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Course Assignments**

Below are the weekly covered topics. On campus weeks consist of 2 1/2 hours of teacher led instruction and 2 hours of homework/reading. Online weeks consist of 2 1/2 hours of reading assignments and 2 hours online discussion time through both written posts and responses to classmates.

**September 1st – Introduction – on campus**
- Personal Introductions
- Go through syllabus
- Discussion/definitions of leadership

**September 8th - Chapter 1 and Trait Approach - Online**
- Introduction to “great man” theories
- Individual perceptions about leadership
• Visionary/charismatic leadership
  o Intelligence
  o Self confidence
  o Determination
  o Integrity
  o Sociability

Leadership Instrument: Trait Questionnaire

**September 15th - Skills Approach – on campus**

• A leader-centered perspective
• Shift in focus from innate characteristics to skills and abilities that can be learned and developed
• Skills of an effective administrator; leaders ability to solve complex, organizational problems
• Skills-based model: three skill approach
  o Technical skills
  o Human skills
  o Conceptual skills

Leadership Instrument: Skills Inventory

**Style Approach**

• Emphasis on the behavior of the leader – what they do and how they act
• Two general kinds of behaviors:
  1. Task
  2. Relationship
• Look at the Ohio studies and the Michigan studies
• Blake and Mouton’s Managerial Grid
  o Authority/compliance
  o Country club manager
  o Impoverished manager
  o Middle of the road manager
  o Team manager

Leadership Instrument: Style Questionnaire

**September 22nd - Situational Approach - Online**

• Different situations demand different kinds of leadership – the individual adapts his/her style to the demands of different situations
• Directive and supportive dimension
  o Delegating
  o Supporting
  o Coaching
  o Directing

Leadership Instrument: Situational Leadership, A Brief Questionnaire

**Leader-Member Exchange Theory**

• Centers on interactions between leaders and followers
• Dyadic relationship as the focal point of the leadership process
• Vertical dyad linkage (VDL) theory: In-groups and Out-groups
• Quality of leader-member exchanges related to positive outcomes
• Phases in leadership making

Leadership Instrument: LMX7 Questionnaire
September 29th - Team Leadership; Paper 1 due – on campus

- One of the most popular and rapidly growing areas of leadership theory and research
- Study of human groups
- Research on the effectiveness of organizational teams
- Function of leaders within a team:
  - Team performance and team development
  - Monitoring v. taking action
  - Internal v. external issues
- Characteristics of effective teams

Leadership Instrument: team Excellence and Collaborative Team Leader Questionnaire

October 6th (online) and Oct 20th (on campus) - Transformational Leadership

- Part of the “new leadership” paradigm – the charismatic and affective elements of leadership
- A process that changes and transforms individuals
- Concern with emotions, values, ethics, standards and long-term goals
- Distinction between transactional and transformational leadership
- Charismatic:
  - Idealized influence
  - Inspirational motivation
  - Intellectual stimulation
  - Individualized consideration

Leadership Instrument: Multi-Factor Leadership Questionnaire (MLQ) Form 6S

October 27th - Women and Leadership (online)

- Definitions
- Male and female differences in behaviors and effectiveness
- Barriers to women/leader advancement

Leadership Instrument: Gender Consciousness Questionnaire

November 3rd - Culture and Leadership (on campus)

- Description and Culture Defined
- Dimensions of Culture
- Leadership Behavior and Culture Clusters
  - Analysis of different profiles

Leadership Instrument: Dimensions of Culture Questionnaire

November 10th – Servant Leadership (online)

- What is Servant Leadership
- 10 Main characteristics
- Model of Servant Leadership

Leadership Instrument: Servant Leadership Questionnaire
November 17th - Leadership Ethics/Paradoxes of Leadership (online)

- Defining ethics
- Overview of ethical theories
- Why ethics is central to leadership
- Some unique perspectives
- 2 Case Studies

Leadership Instrument: Perceived Leader Integrity Scale

**Psychodynamic Approach**

- Leaders are more effective when they have insight into their own psychological make-up
- Leaders are more effective when they understand the psychological make-up of their subordinates
- No personality type is “better”, rather, important to have insight into one’s own emotional responses and habitual patterns of behavior
- Focus on learned and deep-seated emotional responses that are not in the immediate awareness
- Personal characteristics are deeply ingrained and virtually impossible to change in a significant way
- Important Concepts:
  - Family of origin
  - Maturation/individuation
  - Dependence/independence
  - Regression and shadow self
  - Archetypes

Leadership Instrument: Psychodynamic Approach Survey

November 24th, December 1st and December 8th – Group Work and Student Presentations – on campus

December 15th - Final Paper Due

As indicated above, students are expected to complete the additional out-of-class course assignments:

- Paper 1: Due September 29
- Paper 2: Due November 15th

Finally, please feel free to contact me anytime during the semester as questions and/or concerns arise. Enjoy your semester!