“I wish I’d had the courage to live a life true to myself, not the life others expected of me.”


**SYLLABUS**

**PRINCIPLES AND PRACTICES OF EFFECTIVE LEADERSHIP**

**Fall 2013**

**Faculty:** Howard T. Prince II  
**Course Number:** PA 388L  
**Unique Number:** 63705  
**Meeting Time:** Wednesday, 2:00pm-5:00pm  
**Location:** SRH 3.216/219

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“Your job is not to be the smartest guy in the room. It is to make everyone else think they are the smartest person in the room and develop them so they really are.”

The Talent Masters, Bill Conaty and Ram Charan

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Course Number: PA 388L
Unique Number: 63705
Meeting Time: Wednesday, 2:00pm-5:00pm
Location: SRH 3.216/219
Office: SRH 3.267
Office Hours: Wednesday 10:00-12:00 AM or by appointment
Office Phone: 512-471-4303
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Course Assistant: Tomas Gomez, SRH 3.280, Tel. 512-232-4346
tgomez@austin.utexas.edu

I. Introduction

While graduates of schools of public affairs must be competent in analytical methods and substantive knowledge in order to participate in the policy process, we recognize that our graduates also will become leaders during their careers. Some of you may have been introduced previously to leadership or related subjects in such courses in the LBJ School as Advanced Public Management or others. Many of you also may have experienced already the challenges of leadership in formal organizations and/or informal groups. This course provides an opportunity to expand your understanding of leadership and enhance your ability to lead others. The purpose of this course is for you to learn more about leadership and to continue the journey of self-discovery, a journey that lasts a lifetime if you choose to lead. We want you to be able to offer not only analysis and advice, but also ethical leadership.

My intent is that you will learn new ideas about leadership, strengthen important leadership skills, and discover your hidden potential for leadership. I also want you to learn the value of good followership and its importance in the complicated interaction between leaders and followers. You will have many more opportunities to be a follower than a leader, especially in your early career. I believe you will enjoy the follower role much more and be able to contribute
much more effectively if you understand the important role that good followers play in any leadership process. Being a good follower is also a prerequisite for being a good leader. I also want you to acquire greater sensitivity to the ethical dimensions of leadership and followership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a useful balance to one’s personal ambitions. You will also learn how to recognize bad leaders and what to do, or not to do, as an exemplary follower.

II. The Learning Plan

A. Course Learning Outcomes.

This is a course that combines knowledge and application. As we examine theories and the results of research about leadership, we will ask repeatedly, “How can I use this?” Working and studying in small groups, we will find practical answers to this question and strive to accomplish the following outcomes by the end of the course:

- **Have a clear sense of the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers in a free society.**
- Be able to use multiple leadership concepts to understand leadership situations and enhance your effectiveness in the leadership process.
- **Understand the impact of individual differences and different situations on the practice of leadership.**
- Understand your current strengths and weaknesses as a leader and as a follower, and develop your own personal approach to the practice of leadership.
- **Enhance your ability to participate in and to lead a small group with an interdependent task.**
- Enhance your ability to think critically, to analyze complex and diverse concepts, and to use your reasoning, judgment and imagination to create new possibilities in leadership situations.
- **Be able to communicate your ideas clearly and persuasively orally and in writing.**

B. Required Books.

The following texts should be purchased and are available at the UT Co-Op East. You may, of course, get the required books anywhere you choose.

Hughes, Richard L., Ginnett, Robert C., and Curphy, Gordon C., *Leadership: Enhancing the Lessons of Experience (7th ed.).* Chicago: Irwin, 2012 (referred to in assignments as **HGC**).

Used hardcover or paperback books of the same edition are acceptable as is the 7th international edition. However, earlier editions do not contain the same content and do not align with the page assignments in this syllabus. If you use an earlier edition, you do so at considerable risk.


C. Reserve Reading.

Articles will be available electronically through the Blackboard page that has been created for this course. Sign in to Blackboard with your UTEID and password to gain access to course materials and announcements.

I also use Blackboard to post my in-class Power Point slides each week after class for your review and future use. You may download the final set of slides for each class and use them with proper acknowledgement throughout your career for professional purposes such as teaching others or for your own reference. I will also post a pre-class version of the Power Point for each lesson by noon on the day of class. You may open and refer to these slides during class.

D. How we will use our class time.

1. Active Learning and Shared Responsibility. Our class meetings will be used for things that are not so easy to do by yourself outside of class. The classroom is not the only place where learning should happen, and should not be the primary place for exposure to new ideas. In this course that should occur wherever you prefer to read and study before class. In class I will create activities and opportunities for you to try out your understanding of new material, to see new ideas in action, and to learn from others by sharing knowledge and experiences. Our class will become a place where discussion and group work are the principal way that we spend our time. This means that a CLASS NORM I will actively promote is that you share the responsibility for learning with me and with your fellow students.

2. Class Participation. Class participation is a graded course requirement because public speaking and persuasive communication are important leadership skills and are also essential to group learning as well as your future professional effectiveness. As a minimum, participation requires prior preparation, attention, effective listening, good questions, thoughtful comments, and the ability to make connections with other knowledge and experiences. It means addressing other students, not just the instructor. It doesn’t mean talking all the time or just restating what was in the assigned reading. Each student has valuable insights and experiences that can enrich the learning context of the class. I expect you to contribute to class discussions in ways that enhance and advance the group’s understanding of the topics being discussed, while simultaneously being attentive to the comments of other class participants. You should make arguments using evidence from course assignments or other sources rather just stating your own opinions, experiences or preferences. While the latter are important to you and may add to the class learning process, you should strive to support your positions with argument and evidence, especially scientifically valid evidence and openly acknowledge when you are just stating an unsupported opinion. Remaining silent for all or most of the classes during the semester is not acceptable. On the other hand, the quality, tone and timeliness of class comments are more important than the frequency and length of comments.

3. Preparation. You are responsible for all assigned readings and materials covered in class. I encourage group collaboration as you prepare for class. The assigned classroom normally will be available for use one-half hour prior to the start of class on class days. Please bring the material in the assigned reading with you to each class (i.e., textbooks, downloads, etc.).
4. End-of-class activity. Giving and getting effective feedback are an important part of the leadership process. At the conclusion of each class session, you will be asked to complete a “one-minute feedback card.” This exercise will be **anonymous and ungraded**. You will simply be asked to answer, in a sentence or two, the following questions:

- What were the essential issues or questions that the readings and class activities for today were intended to highlight?
- What aspects of today’s class are still unclear to you?
- What can I do to improve the classes?

I will provide note cards for you to use in this exercise that you will hand in at the end of class. I will also provide a collection box for the cards. This exercise can be helpful in keeping you focused on the big picture. It also may alert me to potential problems in time for us to clear them up promptly.

Since **this exercise is anonymous and ungraded**, you may also use the card to make comments and suggestions regarding ways to improve the course at any time in the semester. I welcome your feedback about what could be improved and your suggestions about how to do so. I would prefer to learn about your concerns when they arise so I can address them in near real time instead of learning about them at the end of the course on the UT course evaluation form when it is too late to take action on my part to benefit students this semester.

**E. Attendance Policy.** Class attendance is also a norm because we will become interdependent as the semester progresses. That is to say, your presence is essential not only for your own learning, but also for the learning of the other class members, especially those in your team. I **will record attendance for each class.** I always appreciate a word in advance, a timely call, or an e-mail message when you know you will be unable to attend class. Such behavior is courteous and responsible, both leadership virtues. I will excuse absences for valid reasons only if you contact me well in advance of a foreseeable absence or as soon as possible after the fact in an emergency when prior notification is not feasible, such as your sudden illness or accident or a family emergency. **Each unexcused absence will reduce your class participation grade by 10%.** I also believe in starting and ending class on time because good leaders and followers respect each other’s time. If you arrive late, find a seat, get your bearings as to where we are, and join in when you can.

**F. Students with disabilities.** Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 512-471-6259, 512-471-4641 TTY as soon as possible to request an official letter outlining authorized accommodations. I will assist you in every way possible if you have a documented disability.

**G. Portfolio Program in Nonprofit Studies.** This course counts toward the Portfolio Program in Nonprofit Studies for all students (see www.rzkcenter.org/portfolio for more information) and the LBJ School specialization in Public Management and Leadership for LBJ School students.
H. Cell Phone Use Policy. Please turn off your cell phone before class starts. While you may use your laptop computer or tablet device for taking notes or reviewing assigned material during class, I expect you will not be checking your email or surfing the Internet during class for any purpose that is not directly related to the class. Text and voice messages can be retrieved during the break. Evidence that you are using electronic devices for any purpose other than to refer to class-related documents is grounds for suspending the use of your devices during class.

I. Academic Honesty and Professional Integrity

“It is better to suffer wrong than to do it and happier to be sometimes cheated than not to trust.”

Samuel Johnson (English lexicographer, critic, and poet, 1709-1784)

You are preparing for positions of leadership and trust, and many of you will serve in the public sector. Citizens expect public servants to serve honorably in all of their dealings with the public. Public leaders also must create and sustain work environments that expect and support ethical conduct on the part of all employees, and take action against those who cannot or will not serve the public honorably. Public leaders much also create conditions that support debate and allow for ethical dissent by responsible followers. Leaders should set and exemplify the highest ethical standards. Practicing honesty and integrity in the student role is a minimum standard for future leaders.

I expect you to act with integrity at all times and to be scrupulously honest in all of your work for this course. I trust you completely unless you show by your words or deeds that you are not trustworthy. Nonetheless, the policy in this course is that any student who violates rules of the University of Texas on scholastic dishonesty is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at: http://deanofstudents.utexas.edu/sjj/sjint_student.php

"Courage is not simply one of the virtues, but the form of every virtue at the testing point."

C. S. Lewis (English novelist and essayist, 1898-1963)
J. Grading.

The course requirements will be combined into a final grade according to the following formula:

1. Team Project 35%
   a. written report (25%)
   b. oral presentation (10%)

2. Individual writing assignments 55%
   a. final personal leadership framework (30%)
   b. “Ethical Challenges and Solutions” (5%)
   c. “Human Nature” (5%)
   d. “Why would anyone follow me?” (15%)

3. Individual class Participation 10%

Please notify me ASAP if you are taking this course for credit only (i.e., pass/fail). You may do so with my foreknowledge and permission only if you orally commit to me in person to work just as hard as everyone else on your team projects. Credit requires a total percentage of at least 81%.

I define letter grades as follows:

A+: 97.1-100
A: 93.1-97.0
A-: 90.1-93.0
B+: 87.1-90.0
B: 84.1-87.0
B-: 81.1-84.0
C: 75.1-81.0
D: 70.1-75.0
F: 0-70
K. Course Requirements.

1. **Prepare** for each class and **participate** actively during class.

2. **Write clearly, concisely, critically, and persuasively.** Evaluate the data and arguments others make. Use available evidence to support your ideas. When data are scarce make this clear and then use reason and judgment. *I always grade spelling, grammar, and punctuation.* Use the Spell Check and Grammar Check tools in your word processing software to correct and improve your writing and to count the number of words so you know if you have completed the assignment according to the required length. I expect you to meet the length requirement and to **turn in a word count** on the cover page of each written requirement (i.e., **don’t exceed the maximum number of words or fall short of the minimum** (i.e., stay within the stated range of the word count, which is the governing variable in the length of assignments).

Turn in your written work with a cover sheet followed by the text followed by a blank page and then your references. Number the pages at the top right corner of each page. The cover page should include your name, my name, the name of the assignment, the course name and number, word count, LBJ student mail box number, or campus mail code if you are not an LBJ student and can receive mail by the campus mail distribution system, the due date and the actual date and time of submission if later than the due date and time.

3. Leadership is about influencing human beings and is fundamentally a matter of human relationships. Write a one-page memorandum of 300-500 words (one-page single spaced, 12-point font using the template posted on Blackboard that you should download) on the topic, “My Theory of Human Nature.” You do not need to repeat the questions in the template I provide on your paper. Your answers are what matter and should constitute the body of the one-page memo. It is **not a research paper** but rather just how you see the nature of human beings. You have a theory of human nature and use it all the time, mostly without thinking about it. You just have never written it down before, even though it is a foundation of leadership theory and practice. This is an individual paper and is **due in class at lesson three**.

4. Write a one-page memorandum of 300-500 words (one page single spaced, 12-point font using the template posted on blackboard that you should download) on the following topic: **“Using Your Ethical Compass: What ethical challenges do you see for 2013-2014, and what can leaders and followers do to master those challenges?”** It is **not a research paper** but rather a thoughtful analysis of something that causes you to feel moral outrage because it is ethically wrong in some place that you care about now. You do not need to repeat the questions in the template I provide on your paper. Your answers are what matter and should constitute the body of the one-page memo. This is an individual paper and is **due in class at lesson four**.

5. Write a 1250-2500 word (about five-10 pages, double spaced, 12-point font) on the following topic: **“Why would anyone want me as a leader? Why would anyone want me as a member of the team he or she leads? An analysis of my self-assessment results and what they suggest about me as a potential leader or team member.”** This paper is to be based primarily on your analysis, reflections and conclusions about your personal assessment.
data that you will generate for this course. This is an individual paper and is due in class for lesson seven.

6. Complete the team writing assignment (see Appendix 2 A/B):

Option 1. Submit a critical review essay of about 3750-5000 words (about 15-20 double-spaced pages, 12-point font) in which your team reviews and synthesizes several contemporary books on leadership topics that are assigned by the instructor (Appendix 2A). This will be a team project, and each member of the team will receive the same grade.

Your paper will also include an annotated bibliography of about 100-150 words (one-half page, double-spaced, 12-point font) for each source you are assigned. An individual may write these annotated bibliography entries, but the entries become part of the team product, which should be produced by a team effort. You will also prepare a 250-500 words executive summary (Exec Summ) to be turned in with the body of the paper. The Exec Summ and the annotated bibliography will be emailed to the rest of the class by 5:00 PM on Monday of the week of your team oral presentation in class (i.e., either Lesson 13 or 14). The team paper is due in class at lesson 14 for all teams.

Option 2. Submit a consultant’s report of about 3750-5000 words (about 15-20 double-spaced pages, 12-point font) on the leadership system and practices of an organization that you will study during the semester. You will choose an organization subject to the instructor’s approval (Appendix 2B). You must notify me in writing of your group’s choice of one of the two options above by the end of lesson three. Since you also must have my approval for the organization if you choose option two, you may wish to discuss some possibilities with me before that date. It will be your team’s responsibility to gain access and make yourselves credible to the organization and its leaders. You will make a comprehensive study of the organization from a leadership perspective gathering information in as many ways as possible. You are to use the theories and concepts you learn during the semester to guide your collection of information, analysis and report preparation. This is a field study to expand your understanding of leadership practice, and it should also result in a product that is of value to the leaders of the organization---think of it as an external professional consultant’s report. You will also prepare a 250-500 words executive summary (Exec Summ) to be turned in with the body of the paper. The Exec Summ will be emailed to the rest of the class on Monday of the week of your team oral presentation in class (i.e., either Lesson 13 or 14). The team paper is due in class at lesson 14 for all teams.

7. “LBJ 60 Minutes.” Complete a team oral presentation on your critical review essay or your field study of leadership in an organization. This will be a 60-minute presentation at lesson 13 or 14 that is intended to educate the rest of the class about the content, quality, and relevance of what you read or the field study experience. Give each member of the class the annotated bibliography (for critical review essay only) and a 250-500 word electronic executive summary of the team paper (a class e-mail will be fine) by 5:00 PM on Monday of the week your team presents. You may use any format and any tasteful touch of humor to get your points across to your audience. You don’t have to do a Leno, Stewart, Colbert or Saturday Night Live routine, but sometimes a light touch can help. For example, you could use a skit, model your presentation on a TV program, do role plays, use brief film/video segments, create an original short video, or set up a situation that involves the rest of the class. You may also use a
traditional professional briefing format. Keep in mind that the more senses people use while taking in new information, and the more they are involved, the more likely attention and retention will happen. Remember also that people have trouble attending to one format for more than 15-20 minutes. Have fun while you educate others!

8. Complete the **major individual writing requirement** (see Appendix 1):

Submit a paper of about **2500-3750 words** (10-15 double-spaced pages, 12-point font) in which you present your current personal leadership framework. A leadership framework is an organized set of ideas that help you make sense of the role of leaders and followers in different leadership situations. Your framework should also be practical (i.e., prescriptive where appropriate) and help you perform your leadership and followership responsibilities well. Sensitivity to the ethical dimensions of leadership should be reflected in your work. *This paper is the primary evidence of individual learning for the course.* It is **due in class at lesson 12.**

**N.B.** For all individual written work you may follow one of the standard style references such as the MLA, the APA or the Chicago Style Manual. The team paper may also be written according to any of the standard references. **Helpful information can be found at [http://www.utexas.edu/lbj/writing/styleguides.html](http://www.utexas.edu/lbj/writing/styleguides.html)**

I will use editing symbols as part of the feedback I provide on your written work using the standard editing symbols found at [http://www.chicagomanualofstyle.org/tools_proof.html](http://www.chicagomanualofstyle.org/tools_proof.html). If you don’t know what my editorial marks mean, refer to this source.

Although you may read Wikipedia at any time for anything you want, it is not considered to be a reliable, authoritative or scholarly source. Because it is an open public forum that can be edited by users, there is no way to determine the accuracy of anything posted on Wikipedia or any other similar Internet source. **Therefore, you may not cite Wikipedia as a source for any requirement you complete for this course.** Beware of what you accept when you go there, and use none of it as a cited reference for the requirements of this course. You may, of course, go to references contained in a Wikipedia article and cite those references when you use them.

**This is an example of what can happen to entries you may find on Wikipedia.**

“The other thing I did wrong was that several years ago I started to notice some things I didn’t like in the Wikipedia entry about me, so I took them out. To do that, I created a user-name that wasn’t my own. Using that user-name, I continued to edit my own Wikipedia entry and some other people’s too. I took out nasty passages about people I admire – like Polly Toynbee, George Monbiot, Deborah Orr and Yasmin Alibhai-Brown. I factually corrected some other entries about other people. But in a few instances, I edited the entries of people I had clashed with in ways that were juvenile or malicious: I called one of them anti-Semitic and homophobic, and the other a drunk. I am mortified to have done this, because it breaches the most basic ethical rule: don’t do to others what you don’t want them to do to you. I apologize to the latter group unreservedly and totally.” Johann Hari, “A Personal Apology,” *The Independent*, September 15, 2011.

[http://www.independent.co.uk/opinion/commentators/johann-hari/johann-hari-a-personal-apology-2354679.html](http://www.independent.co.uk/opinion/commentators/johann-hari/johann-hari-a-personal-apology-2354679.html)
L. Schedule of Due Dates for Course Requirements.

Lesson 2. Two copies of your current definition of leadership are due in class. **Do this before you read the assignment for lesson two.** This is an ungraded assignment, but not doing it will adversely influence your class participation grade. See lesson assignments, p. 18.

Lesson 3. 1. First graded paper due in class, a one-page memo about “Human Nature.” See paragraph K. 3. above.

2. Your personal bio sketch is due in class (submit a one-page personal biographical sketch). This is an ungraded assignment designed to give me a way to get to know you better and for you to prepare a document that you should maintain and revise as needed throughout your career. See lesson assignments, p. 19. If you request, I will return it later in the semester with written feedback if you also submit it in electronic format by email to me.

3. Choice of team project due in class. See lesson assignments, p. 19, paragraph K. 6. above, and Appendix 2 A/B.

Lesson 4. 1. Second graded individual paper is due in class, a one-page memo: “Using Your Ethical Compass: What ethical challenges do you see for 2013-14, and what can leaders and followers do to master those challenges?” See paragraph K. 4. above.

2. Prepare 15-minute in-class team report on assigned topic, see lesson assignment p. 19.

Lesson 7. 1. Third graded individual paper is due in class: “Why would anyone want me as a leader? Why would anyone want me as a member of the team he or she leads? An analysis of my self-assessment results and what they suggest about me as a potential leader or team member.” See paragraph K. 5. above and Appendix 3.

2. Volunteers prepare role plays for class on historical views of leadership previously assigned at lesson six.

Lesson 10. 1. **Before you do the assigned reading,** write your ungraded definition of followership and bring it to class in two copies. See assignment, p. 22.

2. **Before class** prepare to discuss follower dissent cases assigned to your team at lesson nine.

3. **Before class** complete the followership assessment on Blackboard, see assignment p. 22.

Lesson 11. **Before class** prepare a solution to your assigned motivation problem using appropriate motivation theories. See Power Point for lesson 10 posted on Blackboard.
Lesson 12. Your personal leadership framework is due in class. See paragraph K. 8. above and Appendix 1.

Monday before Lesson 13 or 14, NLT (not later than) 5:00 PM. Send each member of the class and me the annotated bibliography (critical review essay only) and a 250-500 word executive summary of the team paper by email. See paragraph K. 7. above.

Lesson 13. Two oral in-class team presentations, see paragraph K. 7 above.

Lesson 14. 1. Two oral in-class team presentations, see paragraph K. 7 above.

2. The team paper is due in class for all teams. See paragraph K. 6. above and Appendix 2 A/B.

Dec 9. By 12:00 Noon team member assessments, including your self assessment, are due by email to Tomas Gomez, tgomez@austin.utexas.edu. Tomas will email you a template to use for your assessments that you will fill out on each team member, including yourself, and return directly to him by email. See Appendix 4.

N. B. Without a valid reason and prior approval from the instructor, if you don’t complete this task on time your class participation grade will be reduced by 50%.

M. Class Calendar.
## August 2013

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**FIRST CLASS**

Bring completed student information form to class
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<td>LABOR DAY</td>
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<td>Watch “Judgment at Nuremberg” with your team before class; personal bio sketch and choice of team project due in class; one-page memo on human nature due</td>
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<td>Team presentations on recent ethics reports, one-page memo on ethical challenges due in class</td>
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<td>Complete self-assessments before class, print Internet assessment results and bring to class</td>
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<td><strong>Self-assessment paper due in class; volunteers prepare role plays for class on historical views of leadership</strong></td>
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<td><strong>Watch assigned portions of “Commander-in-Chief” with your team before class; watch Sheryl Sandberg talk on TED</strong></td>
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<td><strong>Two copies of definition of followership due in class, write your definition before you do the reading; complete followership assessment before class; prepare team report on assigned followership dissent case for class; watch Ellsberg video before class with your team</strong></td>
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# November 2013

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- **3**
  - Prepare solution to assigned motivation problem, discuss in class

- **10**
  - VETERANS DAY

- **17**
  - Exec Summ and annotated bibliography due by email to class for teams presenting this week, NLT 5:00 PM

- **24**
  - NO CLASS
  - THANKSGIVING HOLIDAY
### December 2013

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N. LESSON ASSIGNMENTS

The Leadership Process

Aug 28 Lesson 1—Why study leadership?

Getting Started, Introductions, Team Formation.

Read the entire syllabus.

HGC: About the Authors, Foreword, Preface, pp. iii-x.
Blackboard:
5. John Perry, “How to Be a Better Procrastinator.”
6. Browse remaining articles for this lesson.
7. Download, fill in on your computer, print and bring the Student Information Form to class.

Sept 4 Lesson 2—What is leadership?

Before you do the assigned reading, write your current definition of leadership. Do this without discussing this with anyone else. Bring it to class in two copies (one for you and one to turn in to me). We will use the individual definitions for an in-class activity.

HGC: Chapter 1, “What do we mean by leadership?,” pp. 1-17, 34-top p.39.
Roosevelt, Franklin D., First Inaugural Address, March 4, 1933, audio/video and text at http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html (click on the screen under the picture of FDR to listen and see the president speaking)
Blackboard:
2. President Lyndon b. Johnson, “Remarks at Gettysburg

Sept 11 Lesson 3—The Ethical Dimensions of Leadership: Part I

“Every person is guilty of all the good he didn't do”—Voltaire

Chapters 1&2, pp. 3-14. p. 15-middle p. 27.
Chapter 3, pp. 29-48.

**Blackboard:**
1. Susan Neiman, “To Resist Hitler and Survive.”
3. Dorie Turner, “2011 marred by test cheating scandals across US.”
4. Other articles as your interest guides you.

**Video Assignment:** Watch “Judgment at Nuremburg” with your team before class. I will loan each team a copy of the DVD. See the following for background and a list of characters: http://us.imdb.com/title/tt0055031/. It will be helpful to use the video guide posted on Blackboard to take notes as you watch the movie.

**N. B.**
1. Your team must submit its choice of a team project at this class meeting. If you prefer Option 1 (see Appendix 2A), then rank your choices from one to five before class so you can engage in negotiations with the other teams, if necessary, since each team must select a different topic.
2. Your Personal Biographical Sketch is due (submit a one-page professional biographical sketch, refer to my bio posted on Blackboard at Lesson 1).
3. First individual assignment is due, a one-page memo: “My theory of Human Nature.” Use the template on Blackboard.

**Sept 18** Lesson 4—The Ethical Dimensions of Leadership: Part II

**Blackboard:**
2. Kenneth Ashworth, “Ethics and Morality in Public Service.”
3. “Systematic Cheating in Atlanta’s Schools.”
4. “Details of Misconduct Accusations Against Former Finance Chief.” (conflicts of interest)
6. “Why We Lie.”
7. “Lincoln’s Ethics.”
8. “Austin council members ask why poor ethics survey results weren’t made public.”
9. Outline for Team Presentation on Ethics Research Study
10. “When Untruth Undermines Democracy.”

**Team Assignments** (each team will read, prepare and make a 15-minute presentation on the findings and the leadership implications of one of the following recent studies that will be assigned to your team in class at lesson three):
1. Blackboard:
   a. Ethics in Government
   b. Ethics in Non-Profit Organizations
   c. Ethics in Business
   d. Ethics of American Youth 2012
Everyone read the following:
“A Trio of Miscreants:”
http://www.globalethics.org/newsline/2008/12/15/a-trio-of-miscreants/

Watch former British Foreign Secretary Robin Cook’s speech at
http://www.youtube.com/watch?v=l0f8NBlmwwE, transcript is at http://news.bbc.co.uk/2/hi/2859431.stm

Second individual paper, a one-page memorandum, is due: “Using Your Ethical Compass: What ethical challenges do you see for 2013-14, and what can leaders and followers do to master those challenges?” Use the template on Blackboard.

Focus on the Leader

Sept 25 Lesson 5—Leader Qualities and Actions


Blackboard:
1. Complete the self-assessments posted on Blackboard for Lesson 5. Note that two of the assessments are taken on the Internet. The web pages are listed on the matrix of assessments. After you have completed the assessments use the scoring key to score the instruments for which you have a key. I will review the scoring in class and provide the remaining scoring information you need.
3. Hogan, Robert and Hogan, Joyce, “Assessing Leadership: A View from the Dark Side.”
5. “Rogers Says CEO's Style Troubled Duke Board”

Oct 2 Lesson 6—Developing Yourself and Others for Leadership


Blackboard:
3. Howard Prince, “Learn To Be A Leader At Work.”
5. “What Would This Person Be Like As A Leader Or A Team Member?”
   Download and print or save this to the computer you use in class so you can complete this exercise in class.
7. “How to ace a Google interview.”
8. “Eight Reasons 360 Feedback Fails.”

**Strengthening Leadership Skills**

**HGC:** “Learning From Experience,” bottom p. 94-bottom p. 101.

**Oct 9** Lesson 7—Ways of Thinking About Leadership: Something Old, Something New

**HGC:** Chapter 13, “Contingency Theories of Leadership,” pp. 520-541, pp. 549-551.

**Blackboard:** Wren: “Historical Views of Leadership,” a selection of the thoughts of eight historically significant thinkers about leadership.

**Third individual paper due:** “Why would anyone want to follow me? Why would anyone want me as a follower on a team? An analysis of my self-assessment results and what they suggest about me as a potential leader or team member.” See Appendix 3.

**Oct 16** Lesson 8—Exercising Leadership: Power and Influence

**HGC:** Chapter 4, “Power and Influence,” pp. 118-top p. 146.
**Gardner:** Chapter 6, “Power,” pp. 55-66.

**Oct 23** Lesson 9—Charismatic, Transactional, and Transformational Leadership; Gender and Leadership

Chapter 1, “What do we mean by leadership?,” middle p. 27-top p.34.

**Gardner:** Chapter 12, “Renewing,” pp. 121-137.

**Blackboard:**
1. “Sexism and the Navy's Female Captain Bligh.”
2. “Trailblazing Leader: The First Woman to Run an Air Campaign.”
4. “Why Women Still Can’t Have It All.”
5. “A Yahoo Search Calls Up a Chief From Google”
6. “Think---Again Women” Foreign Policy

**Video Assignment:** 1. Watch “Commander-in-Chief,” Disk One, “Pilot” Episode (all chapters, 44 minutes), Disk Two, “Rubie Dubidoux and the Brown Bound Express” (chapters 1-8, 0:00-31:58 minutes) with your team before class. I will loan each team a copy of the DVD. See the following for background and a list of characters: http://www.imdb.com/title/tt0429455/
2. Watch Sheryl Sandberg on TED: “Why there are so few women at the top.”
   http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html

"If we don't change the direction in which we are headed, we will end up where we are going."  ---Chinese proverb

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Focus on the Followers

Oct 30 Lesson 10—Followers and the Leadership Process

Before you do the assigned reading, write your definition of followership and make two copies (we will use one copy for an in-class activity and you will turn the other in to me).

**HGC:** Part 3, “Focus on the Followers,” pp. 18-25, 317-330


**Video Assignment:** 1. Watch the video, “The Most Dangerous Man in America,” before class with your team.
2. Review Robin Cook’s speech: [http://www.youtube.com/watch?v=I0f8NBlmwwE](http://www.youtube.com/watch?v=I0f8NBlmwwE)

**Blackboard:**
1. Download and complete the Followership survey before you do any of the assigned reading. After you complete the survey, download and use the scoring key to determine your scores. Either print or save on your computer/tablet and bring to class.
4. Download, read and sign SF 312. Bring this form to class.
7. “How to Be an Honest Whistleblower.”
8. “Contractor Says He Is Source of NSA Leak”
9. “Math Behind Leak Crackdown: 153 Cases, 4 Years, 0 Indictments
10. “Unshackled Czech Workers Declare Their Independence”
11. The Follower Problem
13. Guide to Watching the Ellsberg Case as Followership
14. Read the assigned articles on follower dissent for your team before class.

**Strengthening Leadership Skills**

“Don’t just delegate tasks to the next generation. If you delegate tasks, you create followers. Instead delegate authority to create leaders.”

Nov 6 Lesson 11  Leader-Follower Interaction: Motivation, Satisfaction, and Performance

Prepare a solution to your team’s assigned motivation problem using appropriate motivation theories.

**Strengthening Leadership Skills**
**Blackboard:** **HGC:** Chapter 9, 6th ed. “Motivation, Satisfaction, Performance”

**Focus on Leadership Situations**

Nov 13 Lesson 12—Organizational and Other Situational Influences

**Gardner:** Chapter 4, “Contexts,” pp. 38-47.
Chapter 11, “Community,” pp. 112-120.

**Blackboard:**
1. Geert Hofstede, “Cultural Constraints in Management Theories.”
2. Edgar Schein, “Defining Organizational Culture.”
4. Wellington’s Letter from 1812
5. “The Aftermath of Hurricane Sandy”
6. “What Enron and the IRS Have in Common”

**Your personal leadership framework paper is due in class, see Appendix 1.**

Nov 20 Lesson 13  Team Presentations I

Dec 4 Lesson 15—Team Presentations II and Course Wrap-Up

The team paper is due in class for all teams, see Appendix 2A/B.

Dec 9  The leadership assessments that you will complete on yourself and the other members of your team are due electronically to Tomas Gomez, 
tgomez@austin.utexas.edu NLT 12:00 noon on Monday, Dec 9, see Appendix 4. If you don’t complete this task on time your class participation grade will be reduced by 50%.
Appendix 1

**Individual Leadership Framework Paper.**

Submit a paper of about 2500-3750 words (10-15 double-spaced pages in 12-point font) in which you present your current personal leadership framework.

A leadership framework is an organized set of ideas that help you understand the roles of leaders and followers in different leadership situations so that you can perform your own leadership and follower roles well, help others to perform their leadership and followership roles well, develop yourself and others for leadership and followership, and think critically about what you read and hear about leadership and followership from this day forth. Your work especially should reflect sensitivity to the ethical dimension of leadership.

This paper is the primary evidence of individual learning for the course and is due at lesson 12. Therefore, it should reflect that you have participated actively in the course. **It should not be something that someone who has not taken this course could produce.** This does not mean that you are merely to summarize the course content. On the contrary, it means that you should give evidence of having thought critically about the major issues and concepts you have encountered in this course. For example, if you incorporate something you learned this semester, then explain why you find the idea(s) particularly useful. Similarly, you should explain why you have rejected a major idea(s), if you do so. This is not a research paper and does not require you to use any sources that have not been previously assigned during the course.

The paper should be a statement of how you think about leadership now. **It should be a statement of what you think about leadership that you can actually live by for the near term as you gain more experience and knowledge.** It should be a useful guide to you in future leadership situations, and it should be something you would be proud to give to someone who knows nothing about leadership. It should have the potential to help someone else become a better leader and a more effective follower.

The basic framework should include, as a minimum, your answers to the following:

1. Definitions of basic concepts.

2. Identification and discussion of some of the basic issues or controversies and how you view them (e.g., is leadership learned or innate, are there gender differences in leadership, how is leadership different from management?).

3. The influence of situations on leaders and followers and how leaders can take situations into account to be more effective and ethical.

4. The relationship of ethics to leading and following others.

5. A synthesis of the major theories into your own theory that accounts for leadership in the broadest possible range of contexts.
You may cite the work of others, and you may also adopt the ideas of others as long as you are able to explain why you choose to do so. Useful criteria for accepting for or rejecting the work of others include research, experience, and practicality.

I will grade your paper on completeness, logic and internal consistency, grammar, punctuation, spelling and style. You should always run a spell checker and grammar checker before turning in a paper such as this. Of course, you must also proof read for those errors that the computer will not catch because of context such as “there” and “their.” I look forward to reading your work and to learning from you.
Appendix 2A

Team Writing Assignment.

Option 1. Critical review essay.

The purpose of this project is to help you develop a better understanding of leadership in a specific context. It also should help you to apply the conceptual knowledge learned in class. Doing the project in a team creates a context for learning about leadership in small groups.

Submit a critical review essay of about 3750-5000 words (about 15-20 double-spaced pages, 12-point font) in which your team reviews and synthesizes several contemporary books on leadership topics that are assigned by the instructor. **This is a team project** and should not be a collection of loosely written individual sections that are merely cut and pasted together. At best it should read as though one person wrote the paper. To do this successfully, **you must do more than just good editing; you will need to develop an integrating framework** that ties the various books together in a meaningful study of leadership in a particular context. In particular, your paper should analyze the situation in which leadership occurs and explain the situational variables in terms of how they affect leaders and followers, as well as what ethical issues arise because of the nature of the situation. Your paper will also include an annotated bibliography of about 100-150 words for each source you are assigned and an executive summary of 250-500 additional words. An individual may write the annotated bibliography entries, but they become part of the team product that should be the result of a team effort. **Each member of the team will receive the same grade.**

Choose one of the following sets of reading for your team project. The asterisk indicates that if the group has five students, then that book will be included. If Option 1 is chosen by more than one team, each of the teams must do a different set. If two or more teams want the same set, then you must negotiate a solution in class.

**Set 1: Leadership in America’s Military**


Choose one of the following:


**Set 2: American Political Leadership**


*Choose one of the following:


**Set 3: Leadership in Business**


Choose one of the following:


Choose one of the following:


**Set 4: Women and Leadership**


Choose one of the following:


**Set 5: Social Change Leadership**


Choose *one/two of the following:*


Choose one of the following:


Choose one of the following:


Grading Standards.

If you want to earn a grade higher than a B, then do the following:

Synthesize the material to create new insights; discover common themes; find significant points of difference and attempt to account for them; identify tensions that cannot be reconciled and suggest ways of balancing such tensions; demonstrate linkages to other course material, especially leadership theories and concepts; evaluate the quality of the work and the evidence used to support the writer’s views where applicable; state your conclusions and assess the relevance of what you read for the study and practice of leadership i.e., So what?) **Describe how and why the specific context affects leaders, followers and ethics. Could you generalize what you learned to other contexts of leadership or is this knowledge situation/context specific?** How will you lead or follow differently as a result of this project? Should this knowledge be transmitted to others as part of the body of knowledge about leadership? Why?

If you want to earn the grade of B, then do the following:

Summarize the material so as to demonstrate that it was read and understood, make some connections to other course material, state a set of conclusions and tell how useful you think the material might be to you as a leader or follower.

If you would be satisfied with the grade of C or less, then do the following:

Restate what you read without showing how it relates to other course material or drawing conclusions as to the significance of the material for leadership theory or practice.

In any case, how well the paper is written will influence your grade. This includes grammar, punctuation, sentence structure, spelling/proofreading errors, etc. **AS THE FINAL STEP BEFORE SUBMITTING YOUR PAPER, THERE IS NO SUBSTITUTE FOR A CAREFUL PROOFREADING BY EACH MEMBER OF THE TEAM TO CATCH MISTAKES THE COMPUTER CANNOT DETECT.**
Appendix 2B

Option Two. A Leadership Field Study

Purpose

The purpose of this project is to help you develop a better understanding of leadership in action. It should help you to apply the conceptual knowledge learned in class. Doing the project in a team also creates a context for learning about leadership in small groups.

Consultant Role

For the purposes of this project, assume that you are a consulting group/firm that will be examining leadership within an organization. Based on your knowledge of leadership, you are to gather data in a variety of appropriate ways, analyze the information you discover, account for your observations in terms of leadership theories and concepts you learn during the course, draw conclusions, and make recommendations where appropriate.

Selecting an Organization

Your group should decide on a setting it can investigate as a way of learning more about the practice of leadership. You should choose a setting that all group members find appealing and meaningful, and that has the potential of providing the kinds of perspectives on the practice of leadership that all members want. Provide the instructor with the names of your group's first and second choices. Final selections will be discussed in class.

Contacting the Organization

After choosing an organization, the next step is to contact the appropriate people in order to gain access. More specifically, you should meet with the person(s) in charge, outline for them what you want to do and what your project will entail, and secure permission for your investigation. Let the person that you contact know that you are students in a leadership course and you would like to use his/her agency as a practical laboratory to observe and better understand leadership concepts and practices. Tell them who your instructor is and how to contact me if necessary.

N. B. Make it clear that you do not wish to interfere with the normal operation of the organization, and that you will provide the organization with a copy of the study when it is completed. You should also offer an oral report or discussion of the report to the agency head. In that regard, you also may invite them to class to hear your oral presentation or offer a presentation at the organization. Also emphasize that these results are strictly confidential and will not be shared with anyone outside of the class members or your client. Finally, let them know how often you will be there and what your procedure will be.
Collecting Information/Data for the Project

You are to use what you are reading and learning in this course to study and understand the world of leadership practice. Several methods are available to you in order to gather data. You will need to use a combination of approaches.

- **Interviews**: You can interview leaders, followers, and others (e.g., clients) who may tell you something about leadership in the setting. My advice is to transcribe as much of the interview word for word as soon as you can. (You may want to put the complete interviews in an appendix to your paper).

- **Attending group meetings**: May show the ways that leaders and followers in the organization interact with each other, communicate, make decisions, and meet goals.

- **Participant observation**: Observing the setting in general as "a fly on the wall" helps to discover the organizational culture and interactions among people.

- **Shadowing**: You can follow a leader for a certain period if he or she will permit you to do so.

- **Document analysis**: Reading and analyzing vision, mission and goal statements; organizational newsletters, memos and other forms of communication may reveal what the leaders and followers see as the direction, purpose, goals and changes for the organization.

Although you will be looking at specific issues concerning leadership in separate parts during the semester, all of these issues are obviously inter-related. Therefore, while you are researching and investigating one set of factors, you also will find information about other factors that will be addressed later in the semester. It would be wise to document and save this information for later use rather than return to the same sources to collect it again. Obviously, considerable judgment will need to be used by your group members with regard to when and how information should best be collected.

Remember that this is a group project and **all data will have to be shared with the rest of the group.** Keep a journal, transcribe interviews, make notes that you can share with others.

**Focus of Each part of the Consulting Report/Paper**

**Part 1: Type of Leadership Being Practiced in the Organization**

Based on your own observations, briefly describe the organization in terms of its purpose, setting/location and constituents including the ethnic and gender mix of employee, clients and volunteers. Who are the leaders in the organization and how did they become leaders? (Note: there may be one or several leaders in the organization). What type of leaders are these individuals? Use the concepts, theories and definitions of leadership that have been introduced to you through the readings and in-class exercises to identify and describe the type of leadership being practiced in the organization. For example, is the leadership servant, charismatic, transactional, transforming/transformational, contingency, a combination of two or more of
these, or other? Describe the style you found being used by the leadership in the organization in relationship to the theories and concepts in the reading. What are some indicators of this leadership type/style in action? Does this type of leadership seem appropriate for the mission or vision and goals of the organizations? Why or why not? (If the mission or vision and goals are written, attach them to an appendix at the end of your paper). Does the diversity of the organization's constituents impact the leader's style? If so, how?

Part 2 - Leader-Follower Relationships

Part 2 should focus on the concepts and theories of leadership that have been introduced to you through the readings and in-class exercises to identify and describe the type of leader-follower relationships that exist in the organization. Discuss the role of the followers in this setting. Are they empowered to be self-managing; do they have very little ability to act independently; or are they somewhere in-between? Does the role of the followers that you describe fit well with the type or style of leadership you observed earlier? Why or why not? Is the leader-follower relationship effective? What are the indicators of its effectiveness or ineffectiveness? For example, what appears to be the level of mutual trust, credibility, caring, competence, fostering of self-esteem, and growth and development? Does the diversity of the constituents impact any of these factors? If so how? If not, why not? Do leaders and followers appear to be equally committed to the mission or vision of the organization and attaining the goals? What are the indicators? How would you describe followers in terms of the theories of followership we study in the course?

Part 3 - Organizational Context and Culture

This part will focus on both context and culture. In this case, the context is the formal organization itself. Is the organization highly structured, formal and bureaucratic; organized into small self-managed work teams; or somewhere in between? What are the indicators? Are there other significant context issues that appear to impact the organization such as - its history or the times in which it was founded; major changes in the larger culture/society; the political environment (e.g. involvement of politicians, laws/public policy, or court decisions); or community leaders and groups? How appropriate is the structure to the mission and the external operating environment?

The culture refers to the internal environment - values, attitudes, rites, rituals, heroes, stories, symbols, diversity, work-family issues, and, in general, how it feels to work there. Describe the culture of this organization and discuss how the leader and followers contribute to this culture. Discuss how diversity is treated within this organization's culture.

Part 4 - Leadership Competencies

What leadership competencies (e.g., critical thinking, creative thinking, communication, decision-making, change, problem solving, and conflict resolution) seem to be the strongest and weakest in this organization? What are the indicators? Does the diversity of the constituents in this organization impact the use of any of the competencies? For example, does diversity require the use of some competencies more than others?
Part 5 – Conclusions and Recommendations

Review all the previous parts of this paper, and then describe your final overall observations, both positive and negative, about leadership in this organization. Include a discussion of what your experience in this organization has taught you about leadership. State your conclusions about the nature and quality of leadership and followership in the organization in relation to its purpose and the environment in which it operates. As good consultants you must make recommendations for each of the areas you believe could be strengthened and, where appropriate, what the organization is doing well that should not change. You will also submit an executive summary of 250-500 additional words.

Criteria for Grading the Paper

1. How thoroughly the group addressed the central focus of each part of the paper (i.e., type of leadership; leader-follower relationships; organizational context and culture; leadership competencies; recommendations and observations.). The reader should be able to gain a vivid picture of how the organization is led by reading the group’s paper. That is, the paper should be the next best thing to being there.

2. How well the group was able to effectively and appropriately analyze leadership issues by integrating as many of the applicable readings, theories and concepts as possible into the findings of the paper. In other words, how well did the group develop the relationship between theory (the readings) and practice (the activities in the organization)?

3. You should include citations from the literature where appropriate and a bibliography at the end. Make sure to use a standard style manual to citations and bibliography. Don't make up your own format.

4. How well each part of the paper was written. This includes grammar, punctuation, sentence structure, spelling/proofreading errors, etc. AS THE FINAL STEP BEFORE SUBMITTING YOUR PAPER, THERE IS NO SUBSTITUTE FOR A CAREFUL PROOFREADING BY EACH MEMBER OF THE TEAM TO CATCH MISTAKES THE COMPUTER CANNOT DETECT.
Appendix 3

Self-Analysis Paper

You will take several self-assessments during the course. In this paper you will analyze the results of the assessments to generate information that can help you become more effective as a leader and as a follower. Assessment and reflection are two ways to find and fix behavior or personal qualities that could make us less effective than we wish to be. They also help you identify strengths so you can find situations that are a good fit for your leadership abilities and traits. You should describe the major insights that the data reveal about yourself and then relate these insights to the roles of leader and follower. As you think about what the results tell you along with your feedback and self-knowledge from past leadership and followership experiences, you might want to think about how you would answer the following questions:

1. Why would anyone want to follow me?

2. Why would a leader want me to be a follower on his or her team?

Include a matrix showing your scores on each assessment. What do your assessment results and previous experience suggest about your potential effectiveness in these two roles? In what ways do the results suggest areas that you could usefully benefit from working to improve yourself? What are your current strengths and how can you build on these? In what kinds of situations are your strengths likely to be most helpful to you as a leader and a follower and how can you learn to pick situations in which your strengths can be an asset to the collective purpose? We all have blind spots in our self-knowledge that can be crippling if we remain unaware of them. How do the results square with your perception of yourself? If the results are different than the way you see yourself, how can you make sense of the differences? What do your past experiences as a leader and a follower suggest to you about your strengths and areas for potential development? What do your scores suggest about your personality traits and preferences? How do your traits and preferences predispose you to be effective in leadership and followership roles? What traits and preferences might detract from your leadership effectiveness and what could you do about this?

Define the one or two most important goals that you will set for your personal leadership development program based on this exercise. What will you do to make progress toward your new goals? How will you measure progress? Identify one or two specific situations that you think would be good fits for you as both a leader and a follower and explain why.
Appendix 4

Team Member Assessment (N. B. If you don’t complete this task on time your class participation grade will be reduced by 50%. It is due by 12:00 Noon on December 9.)

One of the major requirements of the course has been to work together to produce a group-written paper and a group oral presentation. Group activity was assigned with two goals in mind. The first was to help you to learn more about leadership in a context or issue of contemporary relevance. The second was to create an opportunity to learn about small group leadership and followership through experience. To get as much as possible from the small group learning, please complete the assessment below for yourself and each member of your team and return them electronically to our course assistant, Tomas Gomez, tggomez@austin.utexas.edu. Tomas will send you an electronic template to use for each assessment. He will compute an average score using the assessments others have done on you and return this information to you. While it is necessary to put your name on the form for each person you assess so that he can combine the scores, the information that you provide will be treated as confidential data. Tomas is the only person who will see your individual assessments. I will see only the aggregated data he prepares for you. Each student will receive feedback in an aggregated form so that the person who is assessed cannot know any of the individual inputs. This information will not affect anyone’s class participation grade. It is solely for developmental purposes. Please be as honest as you can so that the people you assess may benefit from learning how others perceive their ability to participate in leadership roles and processes, including followership. Candid, useful feedback is infrequent, but essential to learning about yourself as a leader and follower/team member. Thank you for your candor.

Your Name (Assessor) _______________________________________________________

Team Member (Assessed) ____________________________________________________

Use the following scale to determine a rating for each item:

1 2 3 4 5 6 7 8 9 10 (highest)

1. Attended group meetings and other activities:  
   2. Respected the time of others:  
   3. Was prepared to contribute at group meetings:  
   4. Accepted a fair share of the work to be done:  
   5. Performed leadership roles that helped the group get things done:  
   6. Helped the group resolve differences among members:  
   7. Provided encouragement and support to others:  
   8. Showed respect for the views and opinions of others:  
   9. Did extra things that helped the group make progress:  
  10. Produced high quality contributions on time:  

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I would describe this person’s **PRIMARY** contributions to the group as: 
*(Mark only one with an X)*

____________ Task/Getting the work done  
____________ Interpersonal/Helping others work together effectively  

The best thing this person did for the group was:

This person could be an even better group member if:

If I could choose the members of a team to do a project with me in the future, the likelihood that I would choose someone who performed as this person did is, circle one number:

1  2  3  4  5  6  7  8  9  10 (highest)

Comment:

The last two items are intended to be a form of accountability feedback from you to your peers. Though stated in a consequential form, your team member’s grade will not be affected. This is bottom line feedback of the sort you will rarely receive in the work place until it is too late and you have derailed or been fired. Even if you are considered to be a superstar, you may only learn this by paying attention to the opportunities and rewards that come your way. Choose one of the following categories.

This person deserves the same grade as the rest of the team _______ because:

This person deserves to have his or her grade reduced by ______% because:
This person deserves to have his or her grade increased by _____% because:

Recall that one purpose of assessment is to predict future potential; another is to guide development planning. So now please think ahead and try to relate your observations of this person to future work/professional and other leadership possibilities.

Would you like to work for this person? Would you be willing to volunteer to support a community/social/political initiative led by this person, assuming you agreed with the purpose of the initiative? Would you like to have this person as a follower/team member? Why? Why not? (You may write additional comments on extra pages as needed.)

What are this person's strengths and weaknesses as a leader? As a follower? In what situations do you think this person would be most effective at leading? At following? Why? (You may write additional comments on extra pages as needed.)

How well does this person communicate his or her ideas? How inspiring is this person?