

Theoretical Foundations of Leadership
AEE 5984 (Special Study)
Dr. Eric Kaufman, Virginia Tech
Fall 2008

Course Description*

This course is intended to assist students in identifying and defining leadership in formal and non-formal educational settings, communities, and organizations. Students will learn through reading, observing, applying, discussing, creating, and evaluating leadership in context.

Course Instructor

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Class Meetings

Wednesdays, 12:20-3:10 PM
219 Engel Hall

Course Materials

Required Text:

- Avolio, B. J. (2005). *Leadership development in balance: made/born*. Mahwah, N.J.: Lawrence Erlbaum.
- Northouse, P. G. (2007). *Leadership theory and practice (4th ed.)*. Thousand Oaks, CA: Sage.
- Rath, T. (2007). *StrengthsFinder 2.0*. New York: Gallup Press.

Other Required Materials/Resources:

- Kouzes, J. M., Posner, B. Z. (2008). Student LPI Online – A Leadership Challenge resource [Computer program]. Available from Jossey-Bass: <https://www.studentlpi.com/slpi/>
- Select readings from scholarly journals. (These will be shared on Blackboard.)

Student Learning Outcomes

1. Define leadership in the context of organizations and individuals
2. Identify, discuss, and apply personal strengths of self and others
3. Identify, discuss, and apply specific leadership theories including:
 - Trait leadership
 - Skill-based leadership
 - Situational leadership
 - Path-goal leadership
 - Transformational leadership
 - Team leadership
4. Identify leadership styles of self and others
5. Lead by example

Special Needs

If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Honor Code

The Virginia Tech Honor Code (<http://www.honorsystem.vt.edu/>) will be followed and enforced in this class. Violations of the Honor Code include: copying another's work, cheating on exams or quizzes, and plagiarism of another's work, whether another student's or something found online.

*The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

Course Assignments and Expectations

1. Readiness Assurance Tests

The first in-class activity in each instructional unit will be a short Readiness Assurance Test (RAT) over the set of assigned readings for that unit. The RATs will typically consist of short true-false or multiple choice questions that assess awareness and understanding of the key concepts from the readings. Each RAT will first be taken individually and then as a team. The individual test will be submitted for scoring prior to starting the team test. During the team test, group members must reach agreement on each question. The discussion required to choose a team answer serves both as an excellent review of readings and provides the opportunity for peer teaching.

2. Article Reviews

You will identify and review five scholarly articles from the leadership literature. In an effort to keep the criteria simple, we will accept as “scholarly” any article that is indexed in Google Scholar (<http://scholar.google.com/>). Focus topics for each article are identified in the course outline with this syllabus. Your reviews will be presented to the class with a one-page, single-spaced, written critique. Article reviews will consist of four parts. Part one is a SHORT paragraph introducing the purpose and context of the article (10%). Part two is a paragraph discussing the fundamental and powerful concepts of the article (30%). Part three is a discussion of how the fundamental and powerful concepts of the article connect to other sources of information from the class or from your experiences (30%). Part four is a discussion of how you plan to use the concepts from this article (30%). In addition, please include a formal citation of the article using APA format.

3. Reel Leadership

During the final unit of the course, we will watch (in class) the movie *Shackleton’s Antarctic Adventure*. In response to the movie, you will write a paper (of about 1000 words) discussing the leadership concepts and theories from the film that you learned about in this course. Be sure to look and listen closely! All of the major theories can be identified in this documentary.

4. Leadership Philosophy Paper

You will prepare a final paper (of about 1500 words) to discuss the fundamental and powerful concepts of leadership derived from the course. This paper will serve as your final exam for the course. The paper should include a well developed definition of leadership (10%), your philosophical approach to leadership with key components articulated (30%), discussion of class readings and resources that support or contradict your personal philosophy (30%), and discussion of your personal/professional experiences that have influenced your leadership philosophy (30%).

5. Leadership Project

Your team will select an organization, group, or “cause” for which you can apply the leadership concepts and skills learned in this class to improve a real situation in a particular community. You will be responsible for identifying a need (with the assistance of the organization), developing alternative solutions to meet the need, selecting an alternative to implement, implementing the solution, evaluating the results of the activity, and making

recommendations for future endeavors related to the situation you addressed. This is intended to be a **real** activity that addresses a **real** need. THIS COURSE REQUIREMENT WILL TAKE A GREAT DEAL OF TIME AND EFFORT TO COMPLETE. Your team will prepare a final report (oral and written) that discusses the planning process, the activity itself, and an evaluation of the activity (with recommendations for improvement). The oral report will be limited to 15 minutes, and the written report will be limited to 1500 words. The assignment will be evaluated using the following criteria: need identification and planning (15%), project implementation (20%), project evaluation (25%), awareness and application of related leadership concepts and theories (40%). All team members will receive the same score.

6. Learning Matrix

Over the course of the semester, your team will construct a matrix of leadership concepts and theories that are derived from guest speakers, readings, and activities in this course. Your team will design this matrix and determine its specific content. Weekly entries in the matrix should identify reference or source of the information. The matrix should be maintained in a wiki format (such as *Google Docs*) so that all team members can easily contribute and have access to the most up-to-date version. The wiki will also make it easy to recognize and evaluate contributions from individual team members. This team document will be an extremely important resource when preparing your leadership philosophy! In order for the matrix to be most useful, it should be kept to 30 pages or less in length. When the matrix is evaluated, all team members will receive the same score.

Overall Grade Criteria & Weights

Scores in three major performance areas will determine the grades in this class: **Individual Performance, Team Performance, and Team Contribution.**

Grade Weights:	Grade Wts. & Percentages	
	% within area	% of total
1. Individual Performance		___%
a. Individual Readiness Assurance Tests	___%	
b. Article Reviews	___%	
c. Reel Leadership Paper	___%	
d. Leadership Philosophy Paper	___%	
	100%	
2. Team Performance		___%
a. Team Readiness Assurance Tests	___%	
b. Leadership Project	___%	
c. Learning Matrix	___%	
	100%	
3. Team Contribution (Evaluated by Peers)		___%
Total		100%

Setting Grade Weights

The percentage of the final course grade that will be determined by each performance area will be determined through class discussion during the first class meeting. The procedure will be as follows:

- 1) Teams set preliminary weights in each area and select a member to meet with other team representatives.
- 2) Team representatives will meet in the center of the room and develop a **consensus** (i.e. each representative has to be in agreement) about the grade weights for the class as a whole.
- 3) The only limitations on your grade weight decisions will be that a minimum of 10% must be assigned to each performance area.

Evaluating Team Contribution

At the end of the semester, each individual will anonymously rate the helpfulness of all the **other** members of their team. Individual Team Contribution scores will be the average of the points they receive from the members of their team. The criteria for rating will include the following:

- *Team Player (Cooperation)*: Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others.
- *Helps Group Excel*: Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages other to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects.
- *Participation & Communication*: Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate.
- *Preparation*: Prepared for class/team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time for class/team meetings.

Determination of Final Grades

The final grades will be determined for each student as follows: 1) a percentage score total will be computed in each performance, 2) the student's total score will be computed by multiplying the percentage score in each area by the grade "weight" set by the class, 3) the resulting percentages in each major performance area will be added and reported as a letter grade, based on the following scale:

A	90% - 100%	B	80% - 85%
B+	86% - 89%	C	70% - 75%
C+	76% - 79%	D	60% - 65%
D+	66% - 69%		
F	Below 60%		

Course Outline

Weeks 1 & 2 – What is Leadership?

Preparation Readings:

- Northouse Chapter 1
- Avolio Chapter 1
- Article: Kort (2008)

In-Class Activities:

- Course Orientation
- Guest Speaker: Delegate Dave Nutter
- Leadership Project Planning

Out-of-Class Assignments:

- Article Review #1

Weeks 5 & 6 – Skills Approach

Preparation Readings:

- Northouse Chapter 3
- Avolio Chapter 3
- Article: Mumford, Campion, & Morgeson (2007)

In-Class Activities:

- Readiness Assurance Test 2
- Guest Speaker: Martha Walker

Out-of-Class Assignments:

- *Clifton StrengthsFinder 2.0*
- Article Review #2

Weeks 9 & 10 – Path-Goal Theory

Preparation Readings:

- Northouse Chapter 7
- Avolio Chapter 5
- Article: Schriesheim et al (2006)

In-Class Activities:

- Readiness Assurance Test 4
- Guest Speaker: Mary Guy Miller

Out-of-Class Assignments:

- Learning Matrix Draft 2
- *Leadership Practices Inventory*

Weeks 13 & 14 – Team Leadership

Preparation Readings:

- Northouse Chapter 10
- Avolio Chapter 10
- Article: Mathieu et al (2008)

In-Class Activities:

- Readiness Assurance Test 6
- *(Thanksgiving Holiday – No Class for Week 14)*

Out-of-Class Assignments:

- Article Review #5

Weeks 3 & 4 – Trait Approach

Preparation Readings:

- Northouse Chapter 2
- Avolio Chapter 2
- Article: Zaccaro (2007)

In-Class Activities:

- Readiness Assurance Test 1
- Guest Speaker: Tony Gambill

Out-of-Class Assignments:

- *The Big Five Personality Test*
- Learning Matrix Draft 1

Weeks 7 & 8 – Situational Approach

Preparation Readings:

- Northouse Chapter 5
- Avolio Chapter 4
- Article: Vecchio & Boatwright (2002)

In-Class Activities:

- Readiness Assurance Test 3
- Leadership Project Planning
- Guest Speaker: TBD

Out-of-Class Assignments:

- Article Review #3

Weeks 11 & 12 – Transformational Leadership

Preparation Readings:

- Northouse Chapter 9
- Avolio Chapters 7 & 11
- Article: Khanin (2007)

In-Class Activities:

- Readiness Assurance Test 5
- Leadership Project Planning
- Guest Speaker: LTC Chuck Payne

Out-of-Class Assignments:

- Article Review #4

Weeks 15 & 16 – Pulling It Together!

Preparation Readings:

- Avolio Chapters 9 & 12
- Article: Erickson, Shaw, & Agabe (2007)

Class Activities:

- Movie: *Shackleton's Antarctic Adventure*
- Leadership Project Reports

Out-of-Class Assignments:

- Reel Leadership Paper
- Learning Matrix (Final)
- Leadership Philosophy Paper