

## LEAD/BA 470: Leadership Theory & Development

Credits 3; Spring 2013, Meeting in Gruening 202, M 11:45-12:45pm

Instructor:

Nicole Cundiff PhD

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Office: Northern Leadership Center

Room: 208D Bunnell

Office Hours:

Mon & Wed: 1:00-3:00p

Or by appointment

### Required Textbooks

Bass, B.M. & Riggio, R.E. (2006)<sup>nd</sup> 2ed Transformational Leadership. Mahwah, NJ: Lawrence Erlbaum Assoc.

Eagly, A. & Carli, L (2007) Through the Labyrinth: The Truth About How Women Become Leaders. Harvard Business School Press. offers practical advice on how to be a better leader. Class s

functional leadership disciplines and to discuss the disciplin

Lord, R.G. & Maher, K. (1993) Leadership and Information Processing: Linking Perceptions &

Performance. New York:Rutledge Chapman Prerequisites ENGL 111 & 211, COMM 131 or 141 and BA 3

### Course Objectives

To provide the student with an:

- introduction to basic concepts of leadership
- engage the student to multiple theories and perspectives of leadership
- expose students to the complex challenges of leadership

Students will:

- Gain an understanding of the theories of leadership;
- Learn how the various aspects of leadership contribute to overall organizational effectiveness;
- Utilize a framework for understanding leadership research;
- Understand contextual ramifications on leadership;
- Hone analytical, critical thinking, and communication skills specific to leadership traits;

- f) Become aware of one's personal leadership skills.

### Student Assessment

The course has the following requirements:

- a) Class participation—discussion of material, reading assignments, and questions to guest speakers
- b) Assignments—short paper and written exercises;
- c) 1) Team based final report and presentation— students will present an in-class presentation of their final paper (Send PPT to instructor for posting on Blackboard applicable) 2) Team based mid presentation.
- d) Final exam— The Final Exam (comprehensive) will be comprised of essay and short answer.

### Assignments:

All assignments should be prepared with special attention given to details and references.

Punctuation and spelling errors on assignments are unacceptable and will be penalized

Strikes Rule. Late assignments will not be accepted unless expressly cleared with instructor in advance

### Assignment Formatting:

All written assignments are to be submitted in typed or printed formats. I will accept drafts of papers if they are submitted to me two or three weeks before the assignment is due. Late assignments will not receive full credit (10% final assignment grade reduction)(e)-Tw -22.44 c0(i)14(v)



All reflection assignments should be about 2 pages in length each with 12 point font. Please be sure to put a title page for each assignment and make it clear as to which assignment you are submitting.

#### Mini -Presentations:

Each team will provide a 15 minute reflection on one of the overall themes for the course. This reflection should be reflective of current issues in the global workforce. At least 2 references should be made to organizations and/or leaders that demonstrate the points being made based on the readings required during the course. Further, if the group uses power points, then these must be provided to the instructor *before* the day of the presentation. Please keep this presentation down to one or two members providing the "lecture" but all are required to participate in any discussion resulting from the presentation.

#### Final Project:\*\* Team Work

Explanation of paper Each paper must have the following attributes: 7-10 pages (excluding cover page), 12 pt., double spaced, one-

#### 10 Strikes Rule:

As this course has a lot of writing involved, under the School of Management's new policy for written assignments will be subject to a 10 strikes rule. This means that if there are 10 or more errors (spelling, grammar, punctuation, etc.) the assignment will be turned to the student for corrections. No credit will be given until the errors are corrected and resubmitted in a timely fashion (within 4 days). A letter grade will be deducted each time the assignment is returned to the student. This rule will be strictly enforced. If you need assistance meeting this standard, please refer to the writing center.

#### Students with Disabilities:

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with learning or other disabilities are encouraged to visit the Office of Disability Services website at [www.uaf.edu/chc/disability.html](http://www.uaf.edu/chc/disability.html) or contact the coordinator of Disability Services at the Center for Health and Counseling at 7073 or the Office of Disabilities Services (208 WHIT, 473655). If you have a disability and require reasonable accommodations, please let me know as soon as practicable so that your needs may be met.

#### UAF Honor Code:

As a UAF student, you are subject to the Student Code of Conduct. Please review the entire code. It is available in the back of the class schedule and the UAF catalog.

#### Attendance:



- Chap. 46; Jim Dodson unconfirmed
- (March 14-18) – Spring Break
- Week 9 (March 22-25) Lord, Categorization Theory Prototypes & Perceptions
  - Chap. 8 & 9; Former Borough Mayor Jim Whitaker
- Week 10 (March 28-Apr. 1) Lord, Categorization Theory Prototypes & Perceptions
  - Chap. 13 & 14
  - Group 3 mini presentation: Perception of Diverse Leaders Nils Andreassen
- Week 11 (Apr. 4-8) Eagly & Carli, Gender, Chap. 14; Liz Ross
- Week 12 (Apr. 11-15) Eagly, Gender, Chap. 58; Kyong Hollen –unconfirmed
- Week 13 (April 18-22) Eagly, Gender, Chap. 91
  - Group 4 mini presentation: Select a successful female leader & discuss potential barriers to her future success. Heckman Unconfirmed
- Week 14 (Apr. 25-29) Final Presentations/Papers
- Week 15 (May 1-5) Final Presentations/Papers
- Final Exam May 9-12
  - Assignments 4 and 5 due.

*This syllabus represents the best reasonable expectation of the instructor at the beginning of the semester, but is subject to change to improve the quality of learning or to accommodate unforeseen events (for instance, we may cover one less chapter than indicated on the syllabus in the case of foul weather).*