THE THEORY AND PRACTICE OF ORGANIZATIONAL LEADERSHIP
ADMI 811Q

Ph.D. SEMINAR

Instructor: Dr. Kathleen Boies
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Time: Wednesday, 2-5 PM
Semester: Fall 2008
Location: GM 725
Office Hours: by appointment

GENERAL INTRODUCTION

This course adopts the interactional framework of leadership, which considers that the leadership process is a function of three components: the leader, the followers, and the context. The course is structured to cover classic and emergent theories that address each of these components; though most theories focus on one of these three components, they also inform the other components in the model as well, either implicitly or explicitly. Implications for the practice of leadership will be addressed through class discussions.

An effort is also made in this course to ensure that students do not adopt a myopic view of leadership. Rather, different perspectives on the process of leadership are presented, that make radically different assumptions. Students will therefore be required to identify these assumptions and develop well articulated arguments that either support or go against these assumptions in order to develop a sophisticated view of leadership.

LEARNING OBJECTIVES

At the end of this course, students should be able to:

- Identify the assumptions underlying the different approaches to the study of leadership.
- Synthesize theory and research in the field of leadership.
- Critically evaluate leadership theories.
- Discuss the implications of the different theories for leadership practice.
- Design a research project related to leadership that has the potential to generate new knowledge in the field.
METHOD OF INSTRUCTION

This course will be conducted in a highly participative manner. Students will share responsibility for the learning that takes place. They are therefore expected to read the assigned materials and be prepared to discuss a) the strengths and weaknesses of the research/theory, b) the adequacy of the existing research/theory, c) ideas for future research, and d) confusing points in the readings. Given that learning will happen to a great extent through class discussion, it goes without saying that students are expected to attend each class, and to notify the instructor should they not be able to attend one class.

EVALUATION

1. Research Proposal................................. 40%
2. Presentation........................................ 15%
3. Synthesis and Discussion Leadership......... 20%
4. Thought Papers...................................... 25%

Total 100%

RESEARCH PROPOSAL (40%)

TOPIC: Your choice, but must be related to course content and approved by the instructor.

Objective: Design a research project related to leadership that has the potential to generate new knowledge in the field.

Length: Maximum 20 pages (not including references; APA-format: 12-point font Times New Roman, double-spaced, 1-inch margins all-around).

Evaluation criteria:

- Adequacy of literature review
- Clear rationale for hypotheses
- Meaningfulness of research questions
- Reliance on credible sources
- Feasibility of study (this must be something you might actually be able to do)
- Soundness of proposed methodology and analyses
- Potential contribution to knowledge
- Clarity of presentation (quality of writing)

DUE: Wednesday, December 10, by 4 PM

Submitting the research proposal late will result in a deduction of 5% per day. Deadlines are real.
PRESENTATION (15%)

Objectives: **Present** research-related materials to an academic audience in an effective way. **Practice** for conference presentations.

On the last day of class, each student will be required to present their research proposal to the class. Each presentation will be 15 minutes in length, which is about the time that is allotted for a conference presentation. The rest of the class will then have an opportunity to ask questions and provide feedback on the research proposal. This feedback can then be incorporated into the final version of the research proposal.

**DATE: Wednesday, November 26**

**Evaluation Criteria:**
- Effective oral communication (appropriate for the audience)
- Effective structure of the presentation (including appropriate use of aids)
- Appropriate review of the literature
- Adequate methodology to test hypotheses
- Effective presentation of the materials within the time limits

SYNTHESIS AND DISCUSSION LEADERSHIP (20%)

Objectives: **Facilitate** a discussion about a given leadership topic in a competent manner. **Synthesize** readings for the week meaningfully.

Each student will be designated as the discussion leader for one week. Students will choose the week to which they want to be assigned. The discussion leader will be required to briefly summarize each reading (key points/issues) and to prepare a summary sheet as a handout to his or her peers, along with 3-4 discussion questions. Finally, the discussion leader will be required to assign one reading on the week’s topic that has been published either in 2007 or 2008, at least one week prior to class. The leader will then facilitate a discussion around the topic of the week.

**Evaluation Criteria:**
- Effective oral communication (appropriate for the audience)
- Meaningful synthesis of the material
- Ability to stimulate class discussion
- Usefulness of handout and questions
- Relevance of article assigned

THOUGHT PAPERS (25%)

**Objective:** **Critically analyze** the readings. **Prepare** adequately for class discussion.

Students will be required to hand in a total of **five** thought papers. These papers should be no longer than 3 pages in length (not including references; APA-format: 12-point font Times New Roman, double-spaced, 1-inch margins all-around).
Each paper will be worth 5% of the final grade.

The papers should be based on one or more of the assigned weekly readings, and consist of evaluative and critical commentary of issues covered in the readings. Students are not expected to do additional research for the thought papers. The papers should go beyond a simply summary of the readings of the week; they should demonstrate an ability to generate original thoughts from the readings. Each student can choose which week s/he would like to write thought papers on. Thought papers could include (but are not limited to):

- A critique of any paper on the reading list
- A discussion of a methodological issue relevant to readings on the list
- A synthesis/integration of the different readings
- A discussion of future research suggested by the readings (this should be based on original thoughts, not what is already mentioned in the papers)
- An identification and questioning of the assumptions made in the readings
- A discussion of the implications of any given readings for the practice of leadership

Each thought paper is due at the beginning of class on the week that the respective topic is scheduled to be covered. It is not possible to submit the paper late.

Some ground rules:
1) Students cannot hand in more than one paper on any given week.
2) Students cannot write a thought paper the week that they are assigned to lead a seminar.

Evaluation Criteria:
- Depth of analysis
- Originality of thoughts
- Clarity of presentation (quality of writing)
CLASS POLICY

Cheating and Plagiarism
The Code of Conduct (Academic) at Concordia University states that “the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. Therefore, for their part, all students are expected to be honest in all of their academic endeavours and relationships with the University.” (Graduate Calendar).

All students enrolled in a course at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit the following address: http://graduatestudies.concordia.ca/formsandpublications/graduatecalendar/current/PartVII/a-academicintegrity.pdf, which provides useful information about proper academic conduct.

Be especially careful not to plagiarize the work of others. Failure to place quotation marks around, and to provide a reference for, the exact words (including text, tables, figures, and graphs) of a published or unpublished source constitutes plagiarism. Failure to reference the source of ideas, and/or the interpretation of ideas, that have been paraphrased from a published or unpublished source also constitutes plagiarism. If you take words or ideas from someone else, you need to acknowledge this and give them credit. Please refer to the American Psychological Association Publication Manual (available at the library) for guidelines on how to properly reference different sources. Finally, please note that you are not allowed to submit the same piece of work in different courses or for different evaluative purposes. Please refer to the Code of Conduct for more details. And in doubt, do not hesitate to consult with your instructor.

Language of Instruction and of Work:
In compliance with university regulations (see Graduate Calendar), all materials will be presented in English. However, students can write their assignments in French.
# CLASS SCHEDULE

## PART I: INTRODUCTION/OVERVIEW/GENERAL ISSUES

### WEEK 1  Sept. 3  INTRODUCTION AND OVERVIEW


### WEEK 2  Sept. 10  LEVELS OF LEADERSHIP


### WEEK 3  Sept. 17  POWER & INFLUENCE


## PART II: FOCUS ON THE LEADER

### WEEK 4  Sept. 24  INDIVIDUAL DIFFERENCES IN LEADERSHIP


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¹ NOTE: This syllabus is subject to change. Changes will be announced in class.


**WEEK 5  Oct. 1  BEHAVIOURAL APPROACHES**


**WEEK 6  Oct. 8  CHARISMATIC LEADERSHIP**


**WEEK 7  Oct. 15  TRANSFORMATIONAL LEADERSHIP**


**Week 8  Oct. 22  Leadership Development**


**PART III: FOCUS ON THE CONTEXT**

**Week 9  Oct. 29  Contingency Theories**


**PART IV: FOCUS ON THE FOLLOWERS AND THE DYADIC RELATIONSHIP**

**Week 10  Nov. 5  Leader-Member Exchange and Followership**


WEEK 11  Nov. 12  PERCEPTUAL APPROACHES


PART V: LEADER, FOLLOWERS, AND CONTEXT

WEEK 12  Nov. 19  LEADERSHIP, CREATIVITY, AND INNOVATION


WEEK 13  Nov. 26  STUDENT PRESENTATIONS
SUPPLEMENTARY READING MATERIALS

Below is a list of resource books on the topic of leadership and reading materials regarding methodology in the field of leadership, which you might find useful if you want to move forward in this area. In addition, for each topic, you have a list of supplementary readings that you can choose to cover if the topic is of interest to you, or if you feel that you need to review more materials to understand the topic.

**Books**


**Methodology in Leadership Research**


Overview of the Field

Levels of Leadership

Power & Influence
**Individual Differences in Leadership**


**Behavioural Approaches**


**Charismatic Leadership**


Transformational Leadership


Leadership Development

Contingency Theories


Leader-Member Exchange and Followership


**Perceptual Approaches**


**Leadership, Creativity, and Innovation**