

ARTSC 1999 "Senior Leadership Seminar - Micro"

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About the Leadership Certificate: The Leadership Certificate is an interdisciplinary program that educates University of Pittsburgh undergraduate students about and for leadership from a broad scholarly perspective. Students who graduate from this program have the **knowledge, skills and ability** to interpret and facilitate the process by which humans make choices and enact them in the world.

Graduates demonstrate **knowledge** of properties and modes of leadership and followership. Given a wide array of potential choices and actions, graduates deploy a wide variety of **skills** and behaviors. Graduates are able to interpret intrapersonal, interpersonal, and sociostructural interests, apply mathematical and economic analyses, and to communicate with diverse audiences in person and in writing. Graduates have the **ability** to make decisions and take action, and they accept a measure of responsibility for the consequences for other people. As agents of their own learning, graduates seek new information and experiences to grow as leaders and followers.

Students accomplish these learning goals through the synthesis of relevant learning experiences that combine academic knowledge gained inside the classroom and practical applications outside of the classroom.

About Artsc1999: This seminar provides a forum in which to consider conceptual and practical leadership issues. It is the required capstone seminar for the Leadership Certificate. Students who declare the Certificate must take this course twice, preferably in their senior year. During the fall term (micro level), we focus on leadership by inspecting the characteristics of leaders and followers -- their skills, traits, and behaviors. We also review several well-studied leadership styles and approaches. During the spring term (macro level), we investigate the role of leadership and followership in affecting change. The specific contexts we consider are changes to organizations and social change. We also take a look at the personal and professional dangers of leading.

Book: We use the same book for both terms – “Understanding Leadership, Theories and Concepts”, 3rd edition, by Crawford et al. We use this book for the internship and service assignment as well, so it is worth purchasing it. Dr. Heely (OEL) has copies for students who wish to borrow it.

Pre-requisites for ARTSC 1999:

1. Students taking Artsc 1999 for the first time must have previously completed the Emerging Leaders Program.
2. The pre-requisites for second-time students are completion of the community service and ARTSC 1900 internship course.

Course philosophy: We believe that it is possible for all graduates of the University of Pittsburgh to be leaders, develop leadership knowledge, skills and ability through select learning and hands-on activities, and to make a difference in academia and in society.

Course grade: S/NC

Syllabus for Artsc1999 Micro "Leaders, Followers, and Their Relationship"

This class deals with the interesting question of how leaders have been conceptualized academically and professionally. We will study what kinds of traits, behaviors, skills and styles are considered in different theories of leadership. We will also look at the important role of the follower in the leadership process. The relationship between the leader and the follower that defines leadership will form the framework of our discussions, including how theories can be applied to real-world questions of leadership, and what constitutes ethical leadership.

Topics:

1. Self: You as leader and follower
2. Groups: The leader's and the follower's roles and the leader-follower relationship

Entrance competencies:

Students taking the Senior Leadership Seminar for the first time have competency in the four fundamentals of leadership acquired in the Emerging Leaders Program.

Students taking the Senior Leadership Seminar for the second time have competency in leadership theory and practice at the self and group levels, and in assessing leadership in non- and for-profit organizations acquired during internship and service projects.

Exit competencies: After completing the Senior Leadership Seminar "Micro" syllabus, you will have the following competencies:

Knowledge:

- History of leadership
- Traits approach, great man theory, components of charismatic leadership, EQ
- Behavioral theories, autocratic, democratic, laissez-faire styles, Theory X/Y, managerial grid
- Power and influence approach, social exchange theory, benefits & costs of power & influence
- Post-industrial approach, leader vs. leadership, relationships & distributed leadership process
- Followership approach, styles & servant leadership
- Leadership ethics, the larger good

Skills and Abilities:

- Describe the complexity and interdisciplinary nature of leadership research and theory
- Analyze and discuss your leadership development orally and in writing
- Observe, analyze, and assess leadership competency, style, ethics and development of yourself and of others within the framework of current leadership approaches and theories both orally and in writing
- Perform assigned group roles and understand group dynamics and decision making in order to function constructively in a group setting
- Begin to design a personal philosophy of leadership and followership.

In addition, students who are taking the Senior Leadership Seminar for the second time will also

- Articulate a personal mission statement and leadership philosophy through integration of personal experiences, awareness of personal strengths and weaknesses, and leadership theories.

Course expectations:

Students will come to every class prepared for active participation. You should be prepared to participate in each class experience to your fullest capacity.

In class, students will work in groups and assigned teams to discuss readings, case studies, prepare for guest leader visits. The group work will increase your social skills and allow you to apply leadership practice in class. You will be an active participant in your team, and conduct all assignments as directed by your team leader. When you assume the role of team leader, you will be prepared and motivated to lead your team through the assigned activities and enable all of your team members to contribute. As team leader, you will take special care to respectfully listen to the voices of your team members and their own opinions and values. You will give feedback, and do so respectfully, to help all members of your team to have an optimal learning experience.

The classroom will be a safe environment for discussing and challenging ideas and concepts. Students and instructors are expected to treat each other, and the guest leaders, with respect. We will all take the necessary actions to respectfully listen to the voices of others and their opinions and values.

Following guidelines of the School of Arts and Sciences for a one-credit course, you will study for class and work on class assignments for about 30 hours over the course of the term, or about 2 hours a week, outside of class meetings.

Students will approach assignments with thoughtful consideration and be thorough in their completion. In all written assignments and presentations, you will present content and reflections while using appropriate style, grammar and punctuation.

Students can expect the instructors to come prepared. We, the instructors, will be willing listeners and advisors. You may expect us to be available outside of class to give additional support. These meetings will be scheduled to meet the students' and the instructors' schedules.

Course requirements:

For all students:

- Attendance
- Group work
- Reading chapters 1, 2, 3, 4, 6, 8, 11, and 12 (as scheduled by the instructor)
- Readings for one ethics case study (as scheduled by the instructor)
- Four papers, each 3 pages in length (details below).
- Readings/research for one case study on ethics issues
 - Optional Reading (this will be helpful to broaden your understanding of team leadership): "Resolving Conflict in Work Teams". By: Carole A. Townsley
<http://www.workteams.unt.edu/old/reports/Townsley.html>

For students taking the Senior Leadership Seminar for the first time:

- Four "Leadership Forum" papers, each 3 pages in length (details below).
- Participation in development of interview framework and guest leader interviews
- Participation in one case study preparation and presentation.

For students taking the Senior Leadership Seminar for the second time:

- Two reviews (i.e. Group Rater Form) of group discussion of case studies based on readings
- Leadership of the compilation of your team's interview framework.
- Leadership of team's case preparation and presentation.
Or
- Preparation of one guest leader profile
- One "Personal Leadership" paper, 5 pages in length (see details below).
- One oral presentation, 5 minutes in length, based on your paper.

Course methodology:

There are three parts to this course. The first part, *theory*, is devoted to group discussions that are based on the required readings about leadership. The second part, *research*, is a series of structured interviews which you will conduct with visiting guest leaders and about which you will reflect in class. The third part, *applications*, centers on case studies and student experiences, involves oral presentations designed by your team and given by yourself, and covers topics of leadership ethics and leadership development.

Team membership:

You will be assigned to a team, which will be convened by your team leaders, second-semester students in the Senior Leadership Seminar. You are expected to be an active participant in your team, and to conduct all assignments as directed by your team leader. Throughout the term, you will serve as the discussion leader, and/or recorder for your group. You will also work with your team on a case presentation involving an ethics issue.

Team leadership:

Second semester students will assume team leadership roles. You will convene your team. Throughout the term, you are expected, on a rotating basis, to fulfill the following main functions as team leader:

- initiate structure,
- consideration.

Read chapter 4, two-factor approaches, during the first week of term, to learn about the leadership behaviors "consideration" and "initiating structure".

Initiating structure in this context means that you will make role assignments within your team. For in-class discussions, you need to select a discussion leader and a recorder. There are several ways of doing this – you can ask for volunteers, you can pick a month and ask whose birthday is in this month or closest to this month. As the term progresses, it is important that every student on your team has had a leadership role on your team.

In order to display consideration and to coach your team, you will act as its observer during all team activities. For each of the team activities, you will fill out a group rater sheet (see below). You will not intervene in the activity, allowing your team members to enact the leadership role. After the activity is finished, you will give feedback to your team members about the quality of the activity based on your observations.

You will also work with your team on preparing one interview framework and on the case presentation about an ethics issue.

Debriefs and reflections – What, So What, Now What?

We will use the debriefing method “What, So What, Now What?”. This model of reflection is based on the knowledge that we learn not only by reading, listening to others, or by doing, but also by thinking about what we read, or heard, or what we did. As part of working in your team, and when you prepare your presentations and your papers, use these three steps to guide your discussions:

1. Report what happened. What was our topic? What was our approach to it? What happened? What was discussed?
2. Analyze what happened. So what did we discuss that reinforced or contradicted a personal view or a concept from the book? So what does the issue imply? What does it mean to different group members? What conclusions did I/we reach by contrasting my/our thinking with what the book says on this issue?
3. Strategize what to change. Now what should be done in the future about this issue/in this situation? What perspectives do I now have on the various viewpoints on this topic? What are the implications of the issue for my personal leadership philosophy? What do I resolve to do differently based on this experience?

Methodology for interviews:

During the seminar, we will invite four guest leaders. These leaders have agreed to be interviewed by you, to enrich your real-life knowledge of leadership. You will work with your group in generating interview questions.

A brief summary of general guidelines for conducting interviews may be found here:

<http://www.managementhelp.org/evaluatn/interview.htm>

The following is an excerpt from “The Nature of Leadership” by Antonakis et al., 2004, Sage, p.82:

The interview is a popular technique used in gathering information and data pertaining to leadership, particularly in an organizational setting. Its ease and convenience relative to the amount of information gathered make it an attractive alternative. [] interviews should be loosely structured and interviewers should feel inclined, if not encouraged, to pursue lines of questioning that will yield the most important information[].

The interview, while providing a wealth of information, has some serious shortcomings. [] interviews themselves are social situations, and it can be difficult to determine the extent to which interview statements reflect the subjective reality of the leader-member relationship on the job as opposed to situational cues within the interview. In plain language, unstructured interviews pose two major problems: (a) the extent to which the interviewee distorts the leader-member relationship is unknown, and (b) even if the accuracy of interview statements could be verified, how should a researcher interpret those statements?

Addressing the weakness of the interview, many researchers have developed methodologies that yield more structured, objective, interpretable data []. To this end, the use of structured interviews, frequently with a limited response set, provides for the collection of more “quantifiable” data. Of course, proponents of qualitative methods view this less as an interview and more as a “talking questionnaire” []. Nonetheless, these additions can and do enhance use of the interview as a tool in empirical studies of research.

How to get an S grade:

Students taking the Senior Leadership Seminar for the first time:

Attendance: Attend all classes. Attendance is critical because this is a seminar using discussion and interview formats. You must inform the instructor in advance about any required absences (e.g. due to your sports team schedule). If you must miss a class without excusing yourself in advance (e.g. due to a medical emergency), you must hand in a written excuse to the instructor.

You cannot pass this course if you miss more than 2 class meetings.

Group work: You must be an active participant in your group and work as a team member on your leadership and ethics case study presentation. The second-semester students will guide you in the preparation of your presentation. Your team's presentation must score at least 5 points. The scoring guide is attached below.

Leadership Forum papers: Each of the four leadership forum papers is due in class the week after each guest leader forum. Each assignment must be typed, 3- pages long, and use a recognizable format for references. (See assessment rubric below)

Your assignment is to pick one question from each interview with a guest leader which was particularly meaningful to you personally, and write a reflective paper on this question.

The header of the assignment must include your name, and the name of the guest leader who was interviewed. The body of the paper must be structured in three sections outlined below using the What-So What-Now What method. Please refer to the Leadership Forum papers assessment rubric below for scoring information.

I. The interview question (0.5-1 page)

What? Tell us what the one question with the most meaning to you was, and summarize the answer that was provided by the guest leader.

II. The leadership issue exposed by this interview question (1-2 pages)

So What? Analyze the question and the answer. What are the recognizable elements of leadership displayed by this leader (traits, skills, behaviors, styles) and exposed through the question and the answer?

III. Conclusions about leadership for change (0.5-1 page)

Now What? Based on your understanding of leadership theory, what advice would you give to this leader to improve her or his effectiveness as a leader? Why was this particular question important to you? Why did the answer resonate with you? What new views and personal goals did this interview inspire in you?

Leadership forum papers are due the week following each forum.

You must submit four papers and the threshold score for an S grade is 20 points. Your leadership forum papers will be scored using the guide below. If you miss one of the leadership forums with a guest speaker, the instructor will assign you a paper about a leader, e.g., with a video profile from the following webpage <http://www.usnews.com/usnews/news/leaders/> .

You cannot pass this class if you miss two of the leadership forums.

Students taking the Senior Leadership Seminar for the second time:

Attendance: Your leadership role is critical to the success of the class. Attend all classes. When you are selected the team leader, lead your team, and fill in a group rater sheet for each team activity. You must inform the instructor in advance about any required absences (e.g., due to your sports team schedule). If you must miss a class without excusing yourself in advance (e.g., due to a medical emergency), you must hand in a written excuse to the instructor.

You cannot pass this course if you miss more than 2 class meetings.

Presentations: One team presentation on leadership ethics and one personal leadership presentation. We expect your team to score at least a 5 on the ethics presentation (see the Group Presentation assessment rubric below for scoring information).

Writing assignments:

1. Complete and submit two group rater forms for in class group discussions for which you were the team leader.

2. You will be assigned one of the following:

The profile of a guest leader. This profile should contain the resume or curriculum vitae of the guest leader, plus any other information (such as her or his personal or professional website, articles by or about this leader), that may better inform questions about this person as a leader.

Or

Provide the Group Rater sheet(s) for your group's preparation of the presentation on Leadership and Ethics.

3. A personal leadership paper. (See assessment rubric below) Your paper must be typed, 5 pages long, and use a recognizable format for references.

The assignment for your paper (and your oral presentation) is to articulate your personal leadership philosophy. The body of the paper must be structured in three sections outlined below using the What-So What-Now What method. Please refer to the Personal Leadership papers assessment rubric below for scoring information.

I. My leadership experiences (about 1 page)

What? Tell us about what leadership experiences you've had in your life and especially, as an undergraduate at Pitt (including your internship and service, senior leadership seminar, or participation in student organizations or sports teams).

II. My leadership successes and failures in light of leadership theory (about 2-3 pages)

So What? What have you learned from these experiences about how people lead and follow each other? Connect your learning about your personal experiences, with the theories of leadership you learned about in class. Which leadership/followership style(s) did you apply, when? How did you go about solving an ethical dilemma you faced?

III. Leadership lessons learned and future goals (about 1-2 pages)

Now What? Based on your experiences and on leadership theory, evaluate which leadership approaches and style(s) would work best for you. Which of the theoretical concepts you learned about in class could help you increase your effectiveness as a leader and a follower if you paid them more attention and practiced them in the future? Articulate your personal vision/mission statement for your life, and explain your goals to develop as a leader and follower.

Your paper is due on the day you are scheduled to make your oral presentation. Your paper will be scored using the scoring guide below. The threshold score for an S grade is 20 points.

Academic integrity: Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below from the February 1974, Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.

Students with disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

Assessment of the Leadership Forum papers (1st term students)

<p>Student provides multiple and specific examples of leadership approaches or theoretical concepts that relate directly to the question and answer from the interview, and demonstrates in-depth understanding of the relationship. Student gives a detailed account of multiple examples of personal experiences or issues or situations that relate to the interview. Demonstrates depth of analysis in integration across concepts, shows self reflection, and can articulate the relevance of the experience for personal leadership philosophy. Evaluates interview reflectively and describes how experiences will affect future leadership activities and personal development.</p>	<p>Student can name two to or more examples of leadership approaches or theoretical concepts that relate directly to the question and answer from the interview. Student points to two or more examples of personal experiences or issues or situations that relate to the interview. Demonstrates ability to integrate across concepts, self reflection, and can describe personal leadership philosophy. Evaluates interview reflectively and describes how experiences will affect future leadership activities.</p>	<p>Student provides one concrete example of a specific leadership approach or theoretical concept that relates directly to the question and answer from the interview. Student gives one concrete example of a personal experience with a similar issue or situation that relates to the interview. Demonstrates ability of integration across concepts exposed through the guest leader's experience, academic knowledge, and student's personal experience. Describes one future systemic change or personal goal informed by the interview.</p>	<p>Student provides examples of leadership approaches used by the interviewee, but does not connect them back to the approaches or theories that were part of the readings and discussions. Student can articulate why the question and answer resonated with her or him, but does not articulate the impact of the issue on her or his leadership development. Student does not describe how experiences will inform future leadership activities.</p>	<p>Student reports about the interview in an unstructured way, without demonstrating depth of analysis and reflection that relates the interview to the theoretical concepts discussed in class. Does not reflect on personal experiences and personal leadership philosophy. Does not provide direction for the future.</p>
10	8	5	3	1

Assessment of the Personal Leadership papers (2nd term students)

<p>Student reports several concrete examples of personal leadership experiences while an undergraduate at Pitt.</p> <p>The examples are well chosen to explicate several theoretical course concepts which are known to be important in leadership.</p> <p>Can articulate the relevance of the experiences for personal leadership philosophy.</p> <p>Develops authentic mission/vision statement and provides a detailed plan for future leader/follower activities and personal development obviously informed by theory and based in the leadership learning experiences at Pitt.</p>	<p>Student provides concrete examples of personal leadership experiences while an undergraduate at Pitt.</p> <p>Connects personal experiences with at least three theoretical course concepts relevant in leadership, and analyzes their impact on self.</p> <p>Articulates a personal vision/mission statement that appears to be sincere and authentic. Provides a plan for future development as a leader or as a follower.</p>	<p>Student reports about past experiences in an unstructured way, and without demonstrating depth of analysis and reflection that relates them to the courses' theoretical concepts. Does not articulate a sincere, authentic personal vision/statement and leadership philosophy. Does not provide direction for the future.</p>
40	20	10

Assessment of the Group Presentations about Leadership and Ethics

<p>Style: Presenters speak in a clear voice and connect with the audience. Every speaker makes eye contact with everyone and has no nervous habits, is appropriately dressed and has excellent posture. Group has divided the presentation so that each group member has a role and participates in an interesting and engaging fashion.</p> <p>Content: Presentation is well organized with a beginning, middle and end. There is a strong what-so what-now what organizing theme, with clear main ideas and transitions.</p> <p>Case information is complete and accurate. Clear evidence of detailed research.</p> <p>The analysis shows a depth that clearly indicates multiple viewpoints and concepts were considered by the group. The analysis illustrates the complexity of moral reasoning.</p> <p>The implications are shown to have major importance for any leader and follower.</p> <p>Visual aids are well done and are used to make presentation more interesting and meaningful.</p> <p>The group's presentation evokes an extensive response from the audience, and the questions and answers result in a stimulating class discussion.</p>	<p>Style: Most of the speakers are presentable, and speak in a clear voice and appropriate rates of speech. Most speakers make eye contact with everyone and have no nervous habits. Each group member speaks during the presentation.</p> <p>Content: Presentation is well organized with a beginning, middle and end using the what-so what-now what organizing theme.</p> <p>Basic case information is portrayed accurately, sets the stage for the dilemma appropriately.</p> <p>The analysis is centered on two alternative viewpoints that demonstrate two possible decision-making solutions to this dilemma.</p> <p>The implications, e.g., pros and cons, of the decisions are discussed, their relevance to any leader and follower who is faced with an ethical dilemma is exposed.</p> <p>Visual aids are used appropriately to make presentation more interesting and meaningful.</p> <p>The group's presentation receives a good response from the audience, and the questions and answers result in a class discussion.</p>	<p>Style: The speakers are not presentable. Presenters are difficult to hear. The rates of speaking of several group members are too fast or too slow, they do not make eye contact with the audience. The speakers may have nervous habits which distract from presentation. The speakers do not show much interest and/or enthusiasm in the topic. May sound like the speakers are reading the presentation. One person dominates the presentation.</p> <p>Content: The case is presented, but the presentation is not set up to stage the ethical dilemma appropriately.</p> <p>The analysis of the case lacks depth, does not look at dilemma from different vantage points, does not offer alternative decisions or solutions.</p> <p>The implications presented are of minor importance.</p> <p>The group's presentation solicits a few questions from the audience, but does not engage the class in a discussion about the case.</p>
10	5	1

Group Rater Sheet

Team leader: _____

Date: _____

Group facilitator: _____

Recorder: _____

In attendance: _____

Absent today: _____

Category/Points	10	5	1
Contributing Points given:	All students participate and contribute in a positive way to the group work.	Most students participate and contribute positively to the group work.	Students do not contribute in a positive way to the group work.
Social Interaction Points given:	Students respect and encourage the views of others. Students ask questions for clarification. Students build on others' comments.	Body and/or verbal responses indicate active listening. Most students ask questions and build on others comments.	Students frequently interrupt and/or put down the views of others. Students do not ask questions or provide clarification.
Group Structure and Functioning Points given:	Students volunteer to take responsibilities and roles. Students complete task with form and reflection and revision.	Students show cooperation in the assignment of responsibilities and roles. Group completes the what-so what-now what steps.	Students accept the responsibilities and roles you assign them. Students have difficulty sequencing steps.
On Task Behavior Points given:	Students exhibit on-task behavior consistently. Task is completed on time.	Most students exhibit on-task behavior most of the time. Complete task on time.	Students chat and do not focus on the task. You, the team leader, have to intervene to keep the group on track. Task is not completed on time.
Decision Making Points given:	All students contribute to decision-making.	Most students contribute to decision-making.	One person dominates decision-making.
Quality of the Result Points given:	The group did extremely well in getting the most results for this task. The group performed at the top of this class.	The group got most of the results for this task, and performed as well as some of the other groups in class.	The group got a small number of results for this task, but they are of lesser quality than those of other groups in class.

Total points given for this task: _____

Based on these observations, what feedback did you give to your team or to individual members?

What do you conclude from today's activity?