

# **“Be a leader for your time.”**

Gordon Sullivan, *Hope Is Not A Method*

## **SYLLABUS**

### **PRINCIPLES AND PRACTICES OF EFFECTIVE LEADERSHIP**

**Spring 2009**

<b><u>Instructor:</u></b>	<b>Howard T. Prince II</b>
<b><u>Course Number:</u></b>	<b>PA 388L</b>
<b><u>Unique Number:</u></b>	<b>62445</b>
<b><u>Meeting Time:</u></b>	<b>Wednesday, 2:00pm-5:00pm</b>
<b><u>Location:</u></b>	<b>SRH 3.109</b>
<b><u>Office:</u></b>	<b>SRH 3.215</b>
<b><u>Office Hours:</u></b>	<b>Wednesday 9:00am-11:00 PM or by appointment</b>
<b><u>Office Phone:</u></b>	<b>471-4303</b>
<b><u>E-mail:</u></b>	<b><a href="mailto:hprince@mail.utexas.edu">hprince@mail.utexas.edu</a></b>
<b><u>Faculty Assistant:</u></b>	<b>Fran Pena, SRH 3.207, 471-2695, <a href="mailto:f.pena@mail.utexas.edu">f.pena@mail.utexas.edu</a></b>

#### **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. 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 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 shall 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 are available at the UT Co-op East (and elsewhere) and should be purchased:

Hughes, Richard L., Ginnett, Robert C., and Curphy, Gordon C., *Leadership: Enhancing the Lessons of Experience* (6th ed.). Chicago: Irwin, 2009. (Referred to in assignments as **HGC**)

Gardner, John W., *On Leadership*, New York: The Free Press, 1990. (Referred to in assignments as **Gardner**)

Kellerman, Barbara, *Bad Leadership*, Boston: Harvard Business School Press, 2004. (Referred to in assignments as **Kellerman**)

### C. Reserve Reading.

Reserve articles will be available electronically through an electronic reserves (e-res) account that has been created for this course. I will announce the password for this account in class during lesson one. Sometimes I will post an additional article on Blackboard so please get in the habit of checking it before you prepare for class each week. I also use Blackboard to post my Power Point slides each week after class for your review and future use. You may use them with proper acknowledgement throughout your career for purposes such as teaching others.

## **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 out 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** is that you share the responsibility for learning with me and with your fellow students.*

2. *Class Participation.* Class participation is an important component of student performance and is essential to group learning. As a minimum, participation requires prior preparation, attention, effective listening, good questions, 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. All of you have 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. 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.

4. *End-of-class activity.* Giving and getting effective feedback are 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 today's readings and class activities 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 and to 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, 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.

5. *Attendance Policy.* **Class attendance is also a norm** because we shall 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. ***Unexcused absences will affect your class participation grade.*** 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.

6. 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 471-6259, 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.

7. This course counts towards the Portfolio Program in Nonprofit Studies, see [www.rgkcenter.org/portfolio](http://www.rgkcenter.org/portfolio) for more information, and the specialization in Public Management and Leadership.

8. Please turn off your cell phone before class starts. While you may use your laptop computer for taking notes, reviewing assigned material during team activities during class, I expect you will not be checking your email or surfing the Internet.

### **E. 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 use reason and judgment. ***I always grade spelling, grammar, and punctuation.*** Use the aids in your word processing software (i.e. Spell Check and Grammar Check) 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 and stay within the stated range of the **word count, which is the governing variable in the length of assignments**). Each paper should have a title page followed by your text followed by a blank page and then any references you used or cited. Number the pages at the top right corner of each page

3. Complete the **team writing assignment** (see Appendix 1A/B):

Option 1. Submit a **critical review essay of about 3750-5000 words** (about 15-20 double-spaced pages, 12-point font, but **word count is the determining parameter for all written**

**work**) in which your team reviews and synthesizes several contemporary books or long articles on leadership topics that are *assigned by the instructor* (see Appendix 1). 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) 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 (ExecSum) to be turned in with the body of the paper. The ExecSum and the annotated bibliography will be emailed to the rest of the class the week prior to your team oral presentation in class on either Apr 20 or 27. **The team paper is due in class on April 29 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 of an organization that you will study during the semester. You will choose an organization *subject to the instructor's approval*. 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. You will also prepare a 250-500 words executive summary (ExecSum) to be turned in with the body of the paper. The ExecSum will be emailed to the rest of the class the week prior to your team oral presentation in class on either Apr 22 or 29. **The team paper is due in class on April 29 for all teams.** You must notify me in writing of your group's choice of one of the two options above by the end of lesson three on Feb 4. Since you also must have my approval for the organization you choose under option two, you may wish to discuss some possibilities with me before Feb 4.

4. 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** on April 22 or 29 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 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, either Apr 20 or 27.** 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 Jay Leno 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. Remember 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!

5. Complete the **major individual writing requirement** (see Appendix 2):

Submit a **paper of about 3000-5000 words** (12-20 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 equivalent of a final exam.* It is **due by 12:00 PM on May 11**. As part of this assignment, you also will submit a separate 250-500 word comment on your first draft that you turned in at lesson two (see next paragraph).

**N. B.** You will also submit a paper of about 750-1250 words (three-five double-spaced pages, 12-point font) on your current personal leadership framework at the beginning of lesson two on Jan 28. This is an ungraded assignment, but not doing it will influence your class participation grade adversely. It is not a research paper. Instead you simply should write how you think about leadership before you have engaged the course material. This initial paper will establish a baseline against which you and I can measure progress in your thinking about leadership in comparison with your final paper. I will read your first paper and return it to you. You will comment on this paper at the end of the semester when you will have expanded your knowledge and ways of thinking about leadership (see previous paragraph).

6. Write a 1000-2000 word (about four-eight pages) paper on the following topic: **“Using Our Ethical Compass: What ethical challenges do you see for 2009, and what can leaders and followers do to master those challenges?”** This is an individual paper and is due in class on Feb 11.

7. Write a 1250-2500 word (about five-10 pages) on the following topic: **“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.”** This is an individual paper and is due in class on Mar 4.

**N.B.** For all individual written work LBJ students should follow the writing guidelines for LBJ students at the following site: <http://www.utexas.edu/lbj/students/pubguide/>. Other students may follow the LBJ School guidelines or one of the standard style references such as the MLA, the APA or the Chicago Style Manual. The team paper can be written according to the LBJ guide or any of the standard references.

**You may not cite Wikipedia as a source for any requirement you complete for this course. Because it is an open public forum that anyone can edit, there is no way to determine the accuracy of anything posted on Wikipedia or any other similar Internet source. Beware of what you accept when you go there, and cite none of it for the requirements of this course.**

### **F. Academic Honesty and Professional Integrity**

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.** 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/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_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)**

### **G. 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	(10%)
c. "Why would anyone follow me?"	(15%)
3. Class Participation	10%

**N. B. This formula is subject to negotiation with the class until the end of the first hour of lesson three on Feb 4.**

**Please notify me ASAP if you are taking this course for Credit/No Credit. You may do so, but I expect you to work just as hard as everyone else on your team projects. Credit will require at least a B average, not just a barely passing grade.**

## **H. Schedule of Due Dates for Course Requirements.**

**Each assignment is also recorded on the course calendar, pp. 9-13.**

**Jan 28, Lesson 2.** Two copies of your current definition of leadership. Do this before you read the assignment for lesson two. This is an ungraded assignment, but not doing it will influence your class participation grade adversely. See lesson assignments, p. 14. First draft of your personal leadership framework, 750-1250 words (three-five double-spaced pages, 12-point font). This is an ungraded assignment, but not doing it will influence your class participation grade adversely. See paragraph E. 5. above. Leadership crisis material due.

**Feb 4, Lesson 3.** Your personal bio sketch is due (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. 15. If you request, I will return it with feedback.

Choice of team project due in class. See lesson assignments, p. 15, paragraph E. 3. above, and Appendix 1 A/B.

**Feb 11, Lesson 4.** Find, read and bring to class a scholarly journal article on leadership that was published after December 31, 2004. I want a clean copy for myself so make an extra copy that you can highlight or write on before class. See lesson assignment, p. 15. First graded individual paper due: **“Using Your Ethical Compass: What ethical challenges do you see for 2009, and what can leaders and followers do to master those challenges?”**

**Mar 4, Lesson 7.** Second 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.”** See lesson assignment, p. 16.

**Apr 1, Lesson 10.** Before you do the assigned reading, write your definition of followership and bring it to class in two copies. See assignment, p. 17.

**Apr 20/27, not later than 5:00 PM.** Send each member of the class and me the annotated bibliography and a 250-500 word executive summary of the team paper by email. This is due the week of your team oral presentation. See paragraph E. 4. above.

**Apr 22.** Two oral in-class team presentations.

**Apr 29.** Two oral in-class team presentations. The team project paper is due in class for all teams. See paragraph E. 3. and Appendix 1 A/B.

**May 11, not later than 12:00 PM.** Your personal leadership framework and commentary on the first draft are due. See paragraph E. 5. above and Appendix 2.

I define letter grades as follows:

- A: 91-100
- B: 81-90
- C: 71-80
- D: 61-70
- F: 0-60

## January 2009

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21 <b>First class meeting</b>	22	23	24
	26	27	28 <b>two copies of current definition of leadership due; first draft of personal leadership framework; leadership crisis material due</b>	29	30	31

# February 2009

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2	3	4 <b>personal bio sketch due; choice of team project due, brief team presentations on recent ethics</b>	5	6	7
	9	10	11 <b>bring two copies of a scholarly article on leadership written after 12/31/2004; first individual paper due</b>	12	13	14
	16	17	18 <b>Complete self-assessments before class, print Internet assessment results and bring to class</b>	19	20	21
	23	24	25	26	27	28

---

## March 2009

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2	3	4 <b>Second individual paper due, role plays in class on historical views of leadership</b>	5	6	7
	9	10	11	12	13	14
	16	17	18 <b>NO CLASS</b> <b>SPRING BREAK</b>	19	20	21
	23	24	25 <b>Watch portions of "Commander-in-Chief" with your team before class</b>	26	27	28
	30	31				

# April 2009

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 <b>two copies of definition of followership due, write your definition before you do the reading, prepare team report on assigned followership case</b>	2	3	4
	6	7	8 <b>Prepare solution to assigned motivation problem, present in class</b>	9	10	11
	13	14	15 <b>NO CLASS Work on team presentation and paper; draft individual leadership framework</b>	16	17	18
	20 <b>ExecSum and annotated bibliography due by email to class for teams presenting Apr 22, NLT 5:00 PM</b>	21	22 <b>Two team presentations</b>	23	24	25
	27 <b>ExecSum and annotated bibliography due by email to class for teams presenting Apr 22, NLT 5:00 PM</b>	28	29 <b>Two team presentations, team papers due for all teams</b>	30		

# May 2009

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
	4	5	6 <b>Last class meeting</b>	7	8	9
	11 <b>NLT 12:00 PM, Personal leadership framework and commentary on first draft from lesson 2 due</b>	12	13 <b>NLT 5:00 PM, team member assessments due by email to Fran</b>	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

## LESSON ASSIGNMENTS

### I. The Leadership Process

#### Jan 21 Lesson 1—Why study leadership?

Getting Started, Introductions, Team Formation.

**Read the entire syllabus.**

**HGC:** About the Authors, Foreword, Preface, pp. iii-ix.

**Gardner: Preface,** Introduction, pp. ix-xii, xv-xix.

**Electronic Reserve:**

1. Wren, J. Thomas, *The Leader's Companion: Insights on Leadership through the Ages*, New York: Free Press, 1995. (Referred to hereafter as **Wren**)

Part I: "The Crisis of Leadership," Chapters 2, 3 & 4, pp. 8-23.

2. Merget, Astrid E., "Schools of Government Produce Too Many Managers, Too Few Leaders."

Find a brief news article, cartoon, sketch, photograph, or other representation that pertains to the issue of whether there is a leadership crisis at present or not, and bring it to class. I plan to keep these, so if you want a copy for yourself, please make it before class. Though not graded as such, completion of these items affects your participation grade.

#### Jan 28 Lesson 2—What is leadership?

**Before you do the assigned reading**, write your current definition of leadership. Do this without discussion with any one else. Bring it to class in two copies, even if you include a formal definition in your ungraded leadership paper that is due today. We will use the separate definitions for an in-class activity while the paper is to be turned in to me.

**HGC:** Chapter 1, "Leadership Is Everyone's Business," pp. 1-23.

Chapter 2, "Leadership Involves an Interaction Between the Leader, the Followers, and the Situation," p. 24-34, middle p. 40-51.

**Gardner:** Chapter 1, "The Nature of Leadership," pp. 1-10.

Chapter 2, "The Tasks of Leadership," pp. 11-22.

**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)

**N. B. Baseline Personal Leadership Framework is due.**  
(See p. 4, paragraph E. 3.)

#### Feb 4 Lesson 3—The Ethical Dimensions of Leadership

- HGC:** Chapter 6, “Leadership and Values,” p. 166-191.  
**Gardner:** Chapter 7, “The Moral Dimension,” pp.67-80.  
**Kellerman:** “Introduction,” “Webs of Significance,” pp. xiii-xvi.  
 Chapters 1&2, pp. 3-14. p. 15-middle p. 21.  
 Chapter 3, pp. 29-48.

**Team Assignments (each team will read and prepare a 15-minute presentation on the findings and the leadership implications of one of the following recent studies):**

1. The Ethics of American Youth – 2008:  
<http://charactercounts.org/programs/reportcard/index.html>
2. Blackboard---Ethics Resource Center Studies:
  - a. Ethics in Government
  - b. Ethics in Non-Profit Organizations
  - c. Ethics in Business
  - d. Outline for Team Presentation on Research Study
3. Everyone read article at the following URL:  
<http://www.globalethics.org/newsline/2008/12/15/a-trio-of-miscreants/>

- Electronic Reserve:** 1. Wren: Part XIII: Practicing Moral Leadership, pp. 481-508.  
 2. Ashworth, Ethics and Morality in Public Service, pp. 152-167

**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/>. Use video guide 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 1A, p. 19), then rank your choices from one to four 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).**

#### Feb 11 Lesson 4—How do we know what we know about leadership? Leadership Research and Assessment Methods

- HGC:** Chapter 4, “Assessing Leadership and Measuring Its Effects,” pp. 84-131.  
 Chapter 8, “Leadership Behavior,” bottom paragraph of p. 277-284.

Find and read an article on leadership that has been published after December 31, 2004 **in a scholarly, peer-reviewed journal** (can be from the Internet, but only if it is an on-line

version of a scholarly journal, see the UT electronic journal list for starters). Be prepared to describe the article to others in class. Bring an extra copy to class for me to keep.

**First individual paper due: “Using Your Ethical Compass: What ethical challenges do you see for 2009, and what can leaders and followers do to master those challenges?”**

## I. Focus on the Leader

### Feb 18 Lesson 5—Leader Qualities and Actions

**HGC:** Chapter 7, “Leadership Traits,” middle p. 195-middle p. 196, pp. 203- middle p.223, middle p. 239-260.

**Gardner:** Chapter 5, “Attributes,” pp. 48-54.

**Kellerman:** Chapter 4, “Incompetent,” pp. 51-74.

**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 complete 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.

2. Two teams read “What do we know about leadership 1994?” Two teams read “What we know about leadership 2005?” Report in class.

### Feb 25 Lesson 6—Developing Yourself and Others for Leadership

**HGC:** Chapter 3, “Leadership Is Developed Through Education and Experience,” pp. 52-83.

Chapter 8, “Leadership Behavior,” pp. 284-317.

**Gardner:** Chapter 14, “Leadership Development: The Early Years,” pp. 157-170.

Chapter 15, “Leadership Development: Lifelong Growth,” pp. 171-182.

**Electronic Reserve:**

1. Gardner, John, “The Antileadership Vaccine,” pp. 193-200, in William Rosenbach and Robert Taylor, *Contemporary Issues in Leadership* (3<sup>rd</sup>. ed.) Boulder, CO: Westview Press, 1993.

2. Greenleaf, Robert, *Servant Leadership*, New York: Paulist Press, 1977, pp. 163-165, 193-201.

#### **Strengthening Leadership Skills**

**HGC:** “Learning From Experience,” pp. 320- bottom p. 325.

“Development Planning,” pp. 511-middle p. 524.

### Mar 4 Lesson 7—Ways of Thinking About Leadership: Something Old, Something New

**HGC:** Chapter 12, “Contingency Theories of Leadership,” pp. 578-middle p. 597, pp. 604-609.

Chapter 8, “Leadership Behavior,” pp. 261-middle p. 277.

**Electronic Reserve:** Wren: Part III: Historical Views of Leadership, pp. 45-80.

**Second 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.”**

**Mar 11** Lesson 8—Exercising Leadership: Power and Influence

**HGC:** Chapter 5, “Power and Influence,” pp. 135-165.

**Gardner:** Chapter 6, “Power,” pp. 55-66.

**Mar 18** **NO CLASS** **SPRING BREAK**

**Mar 25** Lesson 9—Charismatic, Transactional, and Transformational Leadership: Gender and Leadership

**HGC** Chapter 13, “Leadership and Change,” middle p. 628-664.

Chapter 2, “Leadership Involves an Interaction Between the Leader, the Followers, and the Situation,” pp. 35-middle p. 40.

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

**Electronic Reserve:**

1. Wren: “Ways Women Lead,” pp. 149-160.

2. Roger Cohen, “Her Jewish State,” (Tzipi Livni, the Israeli foreign minister), pp. 1-31.

**Video Assignment:** 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/>

### **III. Focus on Followers**

**Apr 1** Lesson 10—Followers and the Leadership Process

**Before you do the assigned reading**, write your definition of followership and bring it to class in two copies.

**Gardner:** Chapter 3, “The Heart of the Matter: Leader-Constituent Interaction,” pp. 23-37.

Chapter 13, “Sharing Leadership Tasks,” pp. 138-156.

**Kellerman:** Chapter 2, “Reasons for Being Bad,” middle p. 21-p. 27,

Chapter 10, “Evil,” pp.191-216.

**Electronic Reserve:** **HGC (3<sup>rd</sup> ed.):** 1. Chapter 12, “Followers and Followership,” pp. 338-344, 347-350.

2. Rosemary O’Leary, *The Ethics of Dissent*, pp ix-xiii, 90-120.

**Blackboard:** Read the assigned articles for your team before class.

**Strengthening Leadership Skills**

**HGC:** “Delegating,” pp. 493-middle p. 498.  
 “Providing Constructive Feedback,” pp. 481-middle p.487.  
 “Building Effective Relationships with Superiors,” middle p. 350-middle p. 353.

**Apr 8** Lesson 11—Leader-Follower Interaction: Motivation, Satisfaction, and Performance

**HGC:** Chapter 9, “Motivation, Satisfaction, Performance,” pp. 368-middle p. 409.  
**Gardner:** Chapter 16, “Motivating,” pp. 183-192.

**Strengthening Leadership Skills**

**HGC:** “Setting Goals,” p. 663-middle p. 668.

**Apr 15** No Class. Put your thoughts together for the team presentation and team paper. Rehearse, time and polish your team presentation. Start first draft of your individual paper.

**Team presentations on April 22 and 29.**

**Your personal leadership framework paper is due NLT 12:00 PM on May 11.**

**The team paper is due in class for all teams on April 29, see Appendix 1A/B .**

**Apr 22** Lesson 12—Team Presentations I

**Apr 29** Lesson 13—Team Presentations II

**The team paper is due at the beginning of class for all teams, see Appendix 1A/B .**

## **IV. Leadership Situations**

**May 6** Lesson 14—Organizational and Other Situational Influences and Course Wrap-Up

**HGC:** Chapter 6, “Leadership and Values,” bottom p. 191-p. 202.  
 Chapter 10, “Groups, Teams and Their Leadership,” pp. 437-middle p. 457, bottom p. 469-480.  
 Chapter 11, “Characteristics of the Situation,” pp. 329-333, bottom p. 339-360.  
**Gardner:** Chapter 4, “Contexts,” pp. 38-47.  
 Chapter 8, “Large-Scale Organized Systems,” pp. 81-92.  
 Chapter 11, “Community,” pp. 112-120.

**Electronic Reserve: Wren:**

1. Chapter 37, Gert Hofstede, “Cultural Constraints in Management Theories,” pp. 253-270.
2. Chapter 38, Edgar Schein, Defining Organizational Culture, pp. 271-281.

**Your personal leadership framework paper is due NLT 12:00 PM on May 11.**

**The leadership assessments that you will complete on yourself and the other members of your team are due electronically to Fran Pena NLT 5:00 PM on May 13 and may not be submitted before completion of all team assignments, see Appendix 3.**

## Appendix 1A

### Team Writing Assignment.

#### **Option 1.** Critical review essay.

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 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. 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 six 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.

#### **Set 1: Leadership in America's Military**

Frederick Downs, *The Killing Zone*, New York: W. W. Norton, 1993.

Peter Mansoor, *Baghdad at Sunrise: A Brigade Commander's War in Iraq*, New Haven: Yale University Press, 2008.

D. Michael Abrashoff, *It's Your Ship: Management Techniques from the Best Damn Ship in the Navy*, New York: Warner Books, 2002.

Rick Atkinson, *In the Company of Soldiers: A Chronicle of Combat*, New York: Henry Holt & Co., 2004.

Stephen L. Carter, *Integrity*, New York: HarperCollins, 1996.

\*Robert Timberg, *The Nightingale's Song*, New York: Simon and Schuster, 1995.

\*\*Choose one of the following:

Eliot A. Cohen, *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*, New York: Free Press, 2002.

Colin Powell, *My American Journey*, New York: Random House, 1995.

H. Norman Schwartzkopf, *It Doesn't Take A Hero: The Autobiography*, New York: Bantam Books, 1992.

William R. Manchester, *American Caesar*, Boston: Little, Brown, 1978.

Michael Korda, *Ike: An American Hero*, New York: Harper Collins, 2007.

## **Set 2: American Political Leadership**

Gene Healy, *The Cult of the Presidency*, Washington, D. C.: Cato Institute, 2008.

Fred Greenstein, *Hidden-Hand Presidency: Eisenhower As Leader*, New York: HarperCollins, 1982.

Ronald A. Heifetz, *Leadership without Easy Answers*, Cambridge, Mass: Belknap Press, 1994.

David Gergen, *Eyewitness to Power: The Essence of Leadership - Nixon To Clinton*, New York: Simon and Schuster, 2000.

Peter Singer, *How Are We To Live?*, New York: Prometheus Books, 1995.

\*Choose one of the following:

Bob Woodward and Carl Bernstein, *All the President's Men* (2<sup>nd</sup> ed.), New York: Simon and Schuster, 1994.

David Maraniss, *First in His Class: A Biography of Bill Clinton*, New York: Simon and Schuster Touchstone, 1996.

James MacGregor Burns, *Roosevelt: The Lion and the Fox 1882-1940*, New York: Harvest, 2002.

## **Set 3: Leadership in Business**

Tom Morris, *If Aristotle Ran General Motors*, New York: Henry Holt & Co., 1997.

Edgar H. Schein, *Organizational Culture and Leadership*, 3<sup>rd</sup> edition, San Francisco: Jossey-Bass, 2005.

\*James Kouzes and Barry Posner, *The Leadership Challenge: How To Keep Getting Extraordinary Things Done in Organizations*, Chicago: McGraw-Hill-Irwin, 1993.

Jim Collins, *Good to Great*, New York: HarperCollins, 2001.

John Kotter, *Matsushita Leadership: Lessons from the 20<sup>th</sup> Century's Most Remarkable Entrepreneur*, New York: The Free Press, 1997.

Bethany McLean and Peter Elkind, *The Amazing Rise and Scandalous Fall of Enron*, New York, Penguin Group, 2003.

Choose one of the following:

Jack Welch, *Jack: Straight From The Gut*, New York: Warner Business Books, 2001.

Sam Walton, *Sam Walton : Made In America*, New York: Doubleday, 1992.

Michael Dell and Catherine Fredman, *Direct from Dell: Strategies That Revolutionized an Industry*, New York: Harper Business, 1999.

#### **Set 4: Social Change Leadership**

James MacGregor Burns, *Leadership*, New York: Harper Torch, 1979.

Choose two of the following:

Nelson Mandela, *Long Walk to Freedom*, New York: Holt Rinehart Winston, 2000.

Barbara Victor, *The Lady: Aung San Suu Kyi: Nobel Laureate and Burma's Prisoner*, New York: Faber and Faber, 2002.

Vaclav Havel and John Keane, *The Power of the Powerless: Citizens Against the State in Central-Eastern Europe*, Armonk, New York: Palach Press/ M. E. Sharpe, Inc., 1985.

Mahatma Gandhi and Louis Fischer, *The Essential Gandhi : An Anthology of His Writings on His Life, Work, and Idea*, New York: Vintage Books, 2002.

Choose one/two of the following:

Kathryn Spink, *Mother Teresa : A Complete Authorized Biography*, New York: HarperCollins, 1997.

Dalai Lama, *My Land and My People : The Original Autobiography of His Holiness the Dalai Lama of Tibet*, New York: Warner Books, 1997.

George Weigel, *Witness to Hope: The Biography of Pope John Paul II*, New York: HarperCollins, 1999.

Choose one/two of the following:

Malcolm X, *Autobiography of Malcolm X*, New York: Ballantine Books, 1992.

Martin Luther King, Jr. and Clayborne Carson, *The Autobiography of Martin Luther King, Jr.*, New York: Warner Books, 1998.

David Halberstam, *The Children*, New York: Random House, 1998.

John Lewis and Michael D'Orso, *Walking with the Wind: A Memoir of the Movement*, New York: Simon and Schuster, 1998.

### **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 can not 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 (e. g., So what? How does the specific context affect the way leadership is enacted? Could you generalize what you learned to other contexts of leadership? 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. **I expect you to run a spell check and a grammar check on any paper you submit.** You should also count the number of words to be sure you are close to the required length in either direction. Please put a **cover sheet on top of your work followed by a blank sheet of paper followed by the body of your paper.** *Do not identify yourself anywhere except on the cover sheet.* Number the pages at the top right corner. Please indicate the word count on the cover sheet. **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 1B

### **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 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 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, 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. I expect you to run a spell check and a grammar check on any paper you submit. You should also count the number of words to be sure you are close to the required length in either direction. Please put a cover sheet on top of your work followed by a blank sheet of paper followed by the body of your paper. Do not identify yourself anywhere except on the cover sheet. Number the pages at the top right corner. Please indicate the word count on the cover sheet. **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 2

### **Individual Leadership Framework Paper.**

Submit a paper of about 3000-5000 words (12-20 double-spaced pages in 12-point font) in which you present your current personal leadership framework. It is **not a research paper** and does not require that you read anything other than the material assigned in the syllabus. **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. It should be theoretically sound and lead to implications for the practice of leadership.

*This paper takes the place of a final exam and is due after the last class.* Therefore it should reflect that you have participated in the course. It should be much richer than your first draft that you submitted way back in September. **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. It is an exercise in synthesis, not analysis.

The paper should be a statement of how you think about leadership now. It should reflect your ideas. **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. 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.” Your word processor will also tell you how many words you have written. Please put the word count on the cover sheet of your paper. **Please do not identify yourself by name anywhere in your paper except on the cover sheet.** Number your pages at the top right corner of each page. I look forward to reading your work and to learning from you.

## Appendix 3

### Team Member Assessment.

One of the major requirements of the course has been to work together to produce a group-written paper and a group oral presentation. This 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 my assistant, Fran Pena, [f.pena@mail.utexas.edu](mailto:f.pena@mail.utexas.edu) by **5:00 PM, May 13. Fran will send you an electronic template to use for each assessment.** She 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 she can combine the scores, the information that you provide will be treated as **confidential data**. Martha is the only person who will see your individual assessments. I will see only the aggregate data Martha 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.

Names: Assessor \_\_\_\_\_ Team Member \_\_\_\_\_

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:                     | _____ |

I would describe this person's **PRIMARY** contributions to the group as:  
(Choose only one)

\_\_\_\_\_ 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:

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?