

HRD 6377 Leadership Theory and Practice

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

Syllabus

Course: HRD 6377	Instructor: Greg G. Wang
Title: Leadership: Theory & Practice	Office: COB 315.13 3-4:30pm Tue/Thur
Section: 002	Office Hours: https://uttyler.zoom.us/my/gregwang
Semester: Fall 2020	Other Availability: Contact Professor
Class Time: See class schedule	Phone #: 903-565-5910
Location: COB 211	Email: gwang@uttyler.edu
	Preferred Contact: Email

Course Description:

This course focuses on surveying and examining the leadership phenomenon and the contemporary leadership literature to explore the leadership's role in human resource development (HRD). Emphasis will be on leadership theories and research approaches to conceptualizing and practicing effective leadership.

Learning Objectives and Outcomes:

By the end of the course, participants should be able to

- develop in-depth understanding of major leadership theories and models developed from both theoretical and practical perspective;
- specify strengths and weaknesses of the leadership theories and their practical applications;
- identify leadership's role in developing human resources at different levels;
- explore your own leadership style;
- conduct additional research on leadership

Grading Policy and Criteria to Determine Final Course Grade:

Grade distributions

- Reading Circle Activities: (10%)
- Leadership research paper (20%)
- Exercise—your leadership style assessment (5%)
- Final research project (30%)
 - Final presentation (5%)
- Class participation (30%)
 - Classroom participation (15%)
 - Online discussion participation (15%)

Grading Standard

- 90% or above: A
- 80—89%: B
- 70—79%: C
- 69 or below: F

Date of Final Exam:

Final presentation and Final paper due Saturday, December 5.

Date to Withdraw without Penalty:

Please see UT Tyler policy

Calendar/Schedule:

1. Saturday 1:00 to 5:00 pm, September 5,
2. Saturday 1:00 to 5:00 pm, September 26,
3. Saturday 1:00 to 5:00 pm, October 17,
4. Saturday 1:00 to 5:00 pm, November 7,
5. Saturday 1:00 to 5:00 pm, December 5

Attendance and Make-Up Policy:

Attending all five class sessions is expected and required for successful completion of learning objectives unless receiving approval from the department. If absences occur, it is your responsible for contacting the instructor in advance so that adjustments can be made to the instructional activities planned for a specific session. You are also responsible for all work that is missed due to absent from any class meeting, or portion of it. Since a portion of your grade is based upon class participation and engagement, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. One absence is likely to result in a final grade that is one letter grade lower for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F. Please Note: excused absences for religious days, university authorized sports activities, or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Textbooks, Materials, and Readings:

Northouse, P. G. (2018, 8th Ed.). *Leadership: Theory and practice*. Sage.

Additional readings will be assigned in respective learning modules. It is your responsibility to locate and read the assigned scholarly readings prior to a class session in order to engage in meaningful learning and discussions.

Class Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. Please also feel free to email me any time if you have learning related issues or questions.

Office Hours: Due to the pandemic, I will maintain my office hours on zoom for the time specified at <https://uttyler.zoom.us/my/gregwang>. In case you cannot connect to my virtual office through the link, please text my cellphone. I will leave my cell phone with you during the first class.

UT Tyler Contingent Policies for Covid-19

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Reading Circle Activity

Due: During the second class sessions

Points: 10%

Purpose: This activity is to encourage you to dig into the leadership literature in areas of your interest and share your research and learning with the class.

Activity:

- Divide into 3-person groups
- Select 3 to 6 related articles in the required and supplemental reading list in the syllabus. You may also go out of the syllabus scope and search in the literature for your topics.
- Although it is optimal and preferred that all group members reading all the selected articles, your group may elect to divide the readings among the members. However, it is expected that all the articles will be covered and the
- Discuss new knowledge and findings of the selected articles for theoretical contributions, including but not limited to the following realms
 - The origin of the theory or theories,
 - The evolving development of the theory/theories with empirical evidence
 - Current status: Theory and empirical research and practice

Deliverable:

Share your groups findings with the class in the second class meeting (No more than 20 min per group).

Leadership Research Paper

Due: During the third class sessions

Points: 20%

Objectives

This assignment is designed for self-directed research-based learning regarding leadership theories and practices.

You have two options to complete this assignment

Assignment

Option One: Develop a research article related to leadership theory or practice.

- Identify a leadership question that is interesting and important to you and reformulate the question as a theoretical question;
- Based on the literature, develop a theoretical model to address the theoretical question;
- Set up the controversy and present the both side of the arguments;
- Explain how you can clarify, resolve, or contribute to the debate by challenging one or more loosely held assumptions embedded in the current debate;
- Justify how your theoretical model may contribute to the literature.
- Please note that your writing will address the “What”, “How”, and “Why”, as well as the “so what” that are related to your theoretical questions.

Option Two: In line with your Reading Circle activity and develop your research idea from there into a literature review article. The expectation for this option is that the lit review writing would requires more pages to cover a reasonable range of the literature and literature analysis.

Requirement

- The paper should be between 6-12 pages in length (not including title page and references)
- Double space and Time New Roman 12 point font size,
- 1” margin on all sides with appropriate pagination
- Unless otherwise specified, all future writing assignment should follow this format as it is required for all scholarly submissions.
- Please follow APA Manual 7th edition.
(All papers must be completed to receive a grade for the course)
- **Briefly share your findings and review in the paper with the class.**

Friendly Reminder:

- Please start the assignments early to avoid last minute rush. Late submission will be penalized by 30% of the paper’s grade.
- Please read and proofread your writing before submission.

Exercise and Reflections: Leadership Style Assessment

Due: During the fourth class sessions

Points: 5%

Objective: To practice relevant leadership theory through self-assessment and reflections.

Assignment:

- Conduct online search to identify online leadership style assessment tools;
 - Numerous free leadership style assessment or testing tools are available online, here is a sample link
<http://www.yourleadershiplegacy.com/assessment/assessment.php>
However, not all assessment tools are psychometrically validated.
- Complete at least two leadership style assessment testing;
- Record your assessment results;
- Compare and reflect on the results and discuss the following questions:
 - Your perceived accuracy of the assessment tools toward your leadership style, potential, or behavioral orientation.
 - Comparison of the assessment tools.
 - Your view on whether leadership behavior, style, and orientation is measurable based on the literature and practice.
- Share your findings and reflections in class (5—10 min).

Final Project

Due date: December 5

Points: 35%

Objective: This project is to conduct a research-based project on a selected set of leadership theories or models that are relevant to HRD at the organizational or national level.

Rationale: Due to the numerous leadership theories and models and their importance in HRD practices, our class is unable to cover all the literature. This project is to expand your learning to additional leadership literature covered or not covered in the textbook, e.g., implicit leadership theories, or empowering leadership theory.

The Assignment: You have two options for the final project

- Option One:
 - Based on your last research paper, develop necessary causal relationship(s) embedded in your theoretical model;
 - Derive hypotheses or propositions to operationalize your theoretical model;
 - Describe a process and show how you would quantitatively test your hypotheses;
 - Elaborate your analytical strategies for testing your Hs and anticipate alternative outcomes of your analysis.
 - Option One deliverables: A project report combining the last research paper and additional work with minimum of 15 pages excluding title page and references and appendix.
- Option Two: Conduct research on a selected set of leadership theories or models and produce a project report with no less than 15 pages excluding references and appendix;
 - Address the following questions: Why the set of theories are selected? How they are related to HRD research and practice?
 - The content of the project should include at least the following aspects:
 - i. Origin and historical evolution of the theory
 - ii. Description of the theory, model, or the practice, e.g., constructs, variables, causal relationships predicted by the theory;
 - iii. Empirical studies that support or falsify the theories and models;
 - iv. What real-world problems the theories are likely to address, and how you might go about introducing the theories or models to a large organization.
 - v. Critiques or limitations of the theories, or comparative analysis with other relevant leadership theories.

Final Project Presentation

Due Date: Last class session

Points: 5%

Presentation Guidelines:

- You have no more than 15 minutes to present your final project.
- Your presentation should be self-contained and not require any additional reading by the rest of the class to understand your key points.
- You are encouraged to select innovative to communicate the content and deliver the presentation.
- It may be a good idea to practice your presentation in advance for time management.
- The audience will have opportunity to engage in dialogues. So be prepared for questions regarding your presentation from the audience.
- Students in the audience are expected to challenge and/or critique the presentation.

Online Discussions and Participation

Given the design of this course, a significant portion of the learning interactions will take place in the online learning format. A list of questions will be posted online with requirements in initial posting and responses.

Please keep in mind that this is a discussion post, not a formal paper assignment. So I do not expect it to be long and the listing of references are optional. Around 2-3 screen-page on your computer screen should be sufficient for each discussion post.

In addition to your own initiated discussions on the 3 topics of your choice, you are also expected to respond to **5** other discussion posts initiated by your peers throughout the semester. Your responses to the posts initiated by others do not have to be long, but it must contain substantive feedback. Please avoid “me-too” responses.

For the online portion of the discussions and responses, there will be no individual deadlines. All discussion posts must be posted no later than time/date (Central Time). While there are no deadlines for the 3 discussion post during the semester, you may wish to start early to avoid last minute rush. Also remember that your fellow students are waiting to respond to your posts. If you post your discussion on the due date, you may not be able to receive a response.

Tentative Class Agenda

This course will be divided into six learning modules and combined with online discussions as outlined below

Module 1.

Overview of learning requirement

- Chapter 1: Introduction
- Chapter 13: Leadership Ethics
- Chapter 12: Followership
- Chapter 2: Trait Approach

Conversation

- Definition of Leadership – Is there one? Is a leader merely one who has followers? What level of coercion is acceptable to still be leadership? Are leadership and management really different?
- Leadership Theory and Research
- Followership
- Trait Approach

Brown, M. E. and Trevino, L. K. (2006). Ethical leadership: A review and future directions. *Leadership Quarterly*, 17, 595-616.

Davis, M. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1, 309-344.

Sutton, R. I., and Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

Weick, K. E., (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40: 385-390.

Whetten, D. W. 1989. What constitutes a theoretical contribution? *Academy of Management Review*, 14: 490-495.

Zhu, J., Song, L.J., Zhu, L., and Johnson, R. E. (2019). Visualizing the landscape and evolution of leadership research. *Leadership Quarterly*. 30: 215-232.

Meuser, J.D., Gardner, W.L., Dinh, J.E., Hu, J., Liden, R.C., and Lord, R.G. (2016). A network analysis of leadership theory: The infancy of integration. *Journal of Management*, 42, 1374-1403.

Antonakis, J., House, R. H., and Simonton, D. K. (2017). Can super smart leaders suffer from too much of a good thing? The curvilinear effect of intelligence on perceived leadership behavior. *Journal of Applied Psychology*, 102, 1003-1021.

Uhl-Bien, M., Riggio, R. E., Lowe, K. B., and Carsten, M. K. (2014). Followership theory: A review and research agenda. *Leadership Quarterly*, 23, 83-104.

Dust, S. B., Resick, c. J., Margolis, J. A., Mawritz, M. B. (2018). Ethical leadership and employee success: Examining the roles of psychological empowerment and emotional exhaustion. *Leadership Quarterly*, 29, 570-583.

Bavik, L. Y., Tang, P. M., Shao, R., and Lam, L. W. (2018). Ethical leadership and employee knowledge: Exploring dual-mediation paths. *The Leadership Quarterly*, 29, 322-332.

Module 2.

- Chapter 3: Skills Approach
- Chapter 4: Behavioral Approach
- Chapter 5: Situational Approach

Due: Reading Circle Sharing and Dialogues

Required Readings:

Textbook Reading: Chapters 2—5

Judge, T. A., Bono, J. E., Illies, R., Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780.

DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64(1), 7–52.

Mumford, M. D., Todd, E. M., Higgs, C. and McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. *The Leadership Quarterly*, 28: 24-39.

Mumford, T.V., Campion, M. A., Morgeson, F. P. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, 18, 154-166.

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., and Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, 11, 11-35.

Behrendet, P., Matz, S., and Goritz, A. S. (2017). An integrative model of leadership behavior. *The Leadership Quarterly*, 28, 229-244.

Davis, T. R. V. and Luthans, F. (1979). Leadership reexamined: A behavioral approach. *Academy of Management Review*, 4, 237-248.

Judge, T. A., Piccolo, R. F., and Ilies, R. 2004. The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of Applied Psychology*, 89, 36-51.

Zigarmi, D. and Roberts, T. P. (2017). A test of three basic assumptions of Situational Leadership II Model and their implications for HRD practitioners. *European Journal of Training and Development*, 41, 241-260.

Graeff, C. L. (1983). A situational leadership theory: A critical view. *Academy of Management Review*, 8, 285-291.

Thompson, G. and Glaso, L. (2015). Situational leadership theory: A test from three perspectives. *Leadership and Organization Development Journal*, 36, 527-544.

- Mumford, M. D., Marks, M. A., Connelly, M. S., Zaccaro, S. J., Reiter-Palmon, R. (2000). Development of leadership skills: Experience and timing. *The Leadership Quarterly*, 11, 87-114.
- Zaccaro, S. J., Gilbert, J. A., Thor, K. K., and Mumford, M. D. (1991). Leadership and social intelligence: Linking social perspectiveness and behavioral flexibility to leader effectiveness. *The Leadership Quarterly*, 2, 317-342.
- Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotkin, A. L., and Hein, M. B. (1991). Taxonomic efforts in the description of leader behavior: A synthesis and functional review. *The Leadership Quarterly*, 2, 245-287.
- Tuncdogan, A., Acar, O. A., and Stam, D. (2017). Individual differences as antecedents of leader behavior: Towards an understanding of multi-level outcomes. *The Leadership Quarterly*, 28, 40-64.
- Schriesheim, C. A. and Bird, B. J. (1979). Contributions of the Ohio State studies to the field of leadership. *Journal of Management*, 5, 135-145.
- Bowers, D. G. and Seashore, S. E. (1966). Predicting organizational effectiveness with a four-factor theory of leadership. *Administrative Science Quarterly*, 11, 238-263.
- Thompson, G. and Vecchio, R. P. (2009). Situational leadership theory: A test of three versions. *The Leadership Quarterly*, 20, 837-848.
- Vecchio, R. P. and Boatwright, K. J. (2002). Preferences for idealized styles of supervision. *The Leadership Quarterly*, 13, 327-342.
- Graeff, C. L. (1997). Evolutions of situational leadership theory: A critical review. *The Leadership Quarterly*, 8, 153-170.

Module 3.

- Chapter 6: Path-Goal Theory
- Chapter 7: Leader-Member Exchange
- Chapter 8: Transformational Leadership

Due: Leadership Research Paper

Required Readings

- Dansereau, F., Jr., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role-making process. *Organizational Behavior and Human Performance*, 13, 46–78.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R., & Ferris, G. R. (2012). A meta-analysis of the antecedents and consequences of leader– member exchange: Integrating the past with an eye toward the future. *Journal of Management*, 38(6), 1715–1759.
- House, R. J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulate theory. *The Leadership Quarterly*, 7, 323-352.

- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321–338.
- Sin, H. P., Nahrgang, J. D., & Morgeson, F. P. (2009). Understanding why they don't see eye-to-eye: An examination of leader-member exchange (LMX) agreement. *Journal of Applied Psychology*, 94, 1048–1057.
- Wofford, J. C., & Liska, L. Z. (1993). Path goal theories of leadership: A meta-analysis. *Journal of Management*, 19(4), 857–876.
- Dienesch, R. M. and Liden, R. C. (1986). Leader-member exchange model of leadership: A critique and further development. *Academy of Management Review*, 11, 618-634.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., and Ferris, G. R. (2012). A meta-analysis of antecedents and member consequences of leader-member exchange: Integrating the past with an eye for the future. *Journal of Management*, 38, 1715-1759.
- Gooty, J. and Yammarino, F. J. (2016). The leader-member exchange relationship: A multisource, cross-level investigation. *Journal of Management*, 42, 915-935.
- Ng, T. W. H. (2017). Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The Leadership Quarterly*, 28, 385-417.
- Yukl, G. (1999). An evaluation of conceptual weakness in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10, 285-305.
- Judge, T. A., and Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89, 755-768.
- Supplemental Readings**
- Vecchio, R. P., Justin, J. E., and Pearce, C. L. (2008). The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. *Journal of Occupational and Organizational Psychology*, 81, 71-82.
- Kangas, H. M. (2013). The development of the LMX relationships after a newly appointed leader enters an organization. *Human Resource Development International*, 16, 575-589.
- Anand, S., Vidyarthi, P., and Rolnicki, S. (2018). Leader-member exchange and organizational citizenship behaviors: Contextual effects of leader power distance and group task interdependence. *The Leadership Quarterly*, 29, 489-500.
- Grean, G. B., and Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6, 219-247.
- To, M. L., Tse, H. H. M., and Ashkanasy, N. M. (2015). A multilevel model of transformational leadership, affect, and creative process behavior in work teams. *The Leadership Quarterly*, 26, 543-556.
- Gillet, N. and Vandenberghe, C. (2014). Transformational leadership and organizational commitment: The mediating role of job characteristics. *Human Resource Development Quarterly*, 25, 321-347.
- Howell, J. M., Neufeld, D. J., and Avolio, B. J. (2005). Examining the relationship of leadership and physical distance with business unit performance. *The Leadership Quarterly*, 16, 273-285.

Antonakis, J. and House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational-transactional leadership theory. *The Leadership Quarterly*, 25, 746-771.

Module 4.

- Chapter 8: Transformational Leadership
 - Chapter 9: Authentic Leadership
 - Chapter 10: Servant Leadership
 - Chapter 11: Adaptive Leadership
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- Transformational and Charisma leadership
 - Transformational and transactional leadership factors

Assignment Due:

Required Readings:

Textbook: Chapters 8--11

Awamleh, R., & Gardner, W. L. (1999). Perceptions of leader charisma and effectiveness: The effects of vision, content, delivery, and organizational performance. *Leadership Quarterly*, 10, 345–373.

Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology*, 85, 751–765.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89, 755–768.

Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of core job characteristics. *Academy of Management Journal*, 49, 327–340.

Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: subordinates' attitudes, unit characteristics and superiors' appraisals of leader performance. *Academy of Management Journal*, 41, 387–409.

Schaubroeck, J., Lam, S. S. K., & Cha, S. E. (2007). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of Applied Psychology*, 92, 1020–1030.

- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34, 89–126.
- Walumbwa, F. O., Wang, P., Wang, H., Schaubroeck, J., & Avolio, B. J. (2010). Psychological processes linking authentic leadership to follower behaviors. *The Leadership Quarterly*, 21, 901–914.
- Banks, G. C., McCauley, K. D., Gardner, W. L., and Guler, C. E. 2016. A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The Leadership Quarterly*, 27: 634-652.
- Eva, N., Robin, M. Sendjaya, S., van Dierendonck, D., and Liden, R.C. 2019. Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30: 111-132.
- Clercq, D. D., Bouckennooghe, D., Raja, U., and Matsyborska, G. 2014. Servant leadership and work engagement: The contingency effects of leader-follower social capital. *Human Resource Development Quarterly*, 25: 183-212.
- Alvesson, M. and Einola, K. 2019. Warning for excessive positivity: Authentic leadership and other traps in leadership studies. *The Leadership Quarterly*, 20: 383-395.
- DeRue, D. S. 2011. Adaptive leadership theory: Leading and following as a complex adaptive process. *Research in Organizational Behavior*, 31: 125-150.
- Pitelis, C. N., and Wagner, J. D. 2019. Strategic shared leadership and organizational dynamic capabilities. *The Leadership Quarterly*, 30: 233-242.
- D’Innocenzo, L., Mathieu, J. E., and Kukenberger, M. R. 2016. A meta-analysis of different forms of shared leadership-team performance relations. *Journal of Management*, 42: 1964-1991.

Supplemental Readings

- Cook, A. S., Zill, A., and Meyer, B. 2019. Observing leadership as behavior in Teams and herds – An ethological approach to shared leadership approach. *The Leadership Quarterly*, In Press.
- Storberg-Walker, J. and Gardiner, R. A. 2017. Authentic leadership matters in HRD-Identity matters! Critical explorations on leading authentically. *Advances in Developing Human Resources*, 19: 350-361.
- Nelson, T. and Squires, V. 2017. Addressing complex leadership challenges through adaptive leadership: A promising approach to collaborative problem solving. *Journal of Leadership Education*, October: 111-123.
- Chiniara, M. and Bentein, K. 2018. The servant leadership advantage: When perceiving low differentiation in leader-member relationship quality influences team cohesion, team task performance and service OCB. *The Leadership Quarterly*, 29: 333-345.
- Liden, R. C., Wayne, S. J., Zhao, H., and Henderson, D. 2008. Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19, 161-177.
- Barnett, R. C. and Weidenfeller, N. K. 2016. Shared leadership and team performance. *Advances in Developing Human Resources*, 18: 334-251.

Module 5.

- Culture and leadership: Paternalistic leadership
- Centrality of Ethics to leadership
- The dark side of leadership: Destructive leadership

Due: Final Research Project, and presentation

Required Readings:

Textbooks, Chapters 12—16

Ciulla, J. B. (2005). The state of leadership ethics and the work that lies before us. *Business Ethics: A European Review*, 14(4), 323-335.

Einarsen, S., Aasland, M. S., & Skogstad, A. (2007). Destructive leadership behaviour: A definition and conceptual model. *The Leadership Quarterly*, 18(3), 207-216.

Morgan, R. B. (1993). Self and Co-Worker Perceptions of Ethics and Their Relationships to Leadership and Salary. *Academy of Management Journal*, 36(1), 200–214.

Schminke, M., Ambrose, M. L., & Neubaum, D. O. (2005). The effect of leader moral development on ethical climate and employee attitudes. *Organizational Behavior and Human Decision Processes*, 97, 135–151.

Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25(1), 83-104.

Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63(3), 182-196.

(Note: Instructor reserves the right to revise the schedule and/or the outline, e.g., the major part of class 5 content may be covered earlier due to time constraint for class presentation for the last class meeting.)

Writing Style

All writing assignments are to follow APA Manual 7th edition with 1” margins on all sides, double-spaced, 12 font-size Time New Roman.

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out “cannot” instead of “can’t” and avoid IM language such as LOL, OMG, etc..

Academic Dishonesty Statement

Academic dishonesty, such as unauthorized collusion, plagiarism, and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class of the semester.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.