Introduction
The primary purpose of this course is to examine diverse approaches to leadership, leadership theory and to explore popular perspective on leadership. The readings will examine traditional, contemporary and critical approaches to understanding leadership. Particular attention will be paid to understanding leadership within the context of higher education and how it impacts change. Administrators in higher education are faced with diverse challenges including budget issues, personnel management, organizational change, curriculum/academic issues, changing student demographics etc. Class discussion and activities in the primary text will provide an opportunity for you to explore in greater detail your own and other’s leadership experiences and leadership styles. It is essential that students are actively engaged in discussions of the readings, the completion of accompanying assignments. Finally, the materials in this course will help you in understanding other areas in higher education such as administration, policy and the college environment. Essentially as you learn about various leadership styles and theories you will be able to apply these frameworks along with your understanding of organizational functioning and policy development.

What students can expect to gain from this course:

1. An understanding of the leading theories that have shaped the field of leadership studies.

2. An understanding of how leadership relates to a range of issues in higher education management such as budgets, staff concerns, curriculum and teamwork.
3. Opportunities to explore individual leadership through new knowledge, theories and reflection.

**Academic Integrity**
Your work should be characterized by academic integrity and honesty. All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at [www.inform.umd.edu/JPO](http://www.inform.umd.edu/JPO). If you have any questions regarding the university’s policy on academic integrity, please talk to me.

**Academic Accommodations for Students with Disabilities**
If you have a documented disability that is relevant to the work that you will do in this course, please contact me as soon as possible so that appropriate accommodations can be made.

**Religious Beliefs and Practices**
Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor as soon as possible of any intended absences for religious observances.

**Required Readings**

**Books**

MIT Report can be found at the following websites


A few additional readings will be posted on Blackboard related to the respective course topics on leadership and to supplement readings from the required textbooks for the
course.

**Recommended readings:**


**Course Requirements**

The requirements of the course include a number of activities, as described below.

**Participation in Class (25% of grade)**
Students are expected to share their perspectives on the required readings and to participate in class discussions and assignments extensively. Your reactions, thoughts and comments on the readings are critical. You will be asked to participate in group activities as well as provide your own individual responses. Be prepared to be called upon in class. This class is highly interactive with round table discussions on the readings.

**Paper # 1: (30% of grade)**
Each student must prepare a 10-12 page paper analyzing one or more of the readings on leadership. Focus on an area of leadership that the writing helped you to better understand such as values and assumptions, ethics, context issues, situational or contingency leadership. Discuss the insights and challenges the readings offered to your understanding of leadership. Be sure to develop a focused paper with a clear purpose that is organized and analytical. Paper is due March 11th.

**Paper # 2 (45% of grade)**
**Part one:** The field of higher education is challenged by a number of leadership issues. Those who manage and lead in higher education will be challenged to be effective individually and as team members. Based on the class reading (and other references), and an interview with a current leader within an academic, student affairs, professional association or non-profit organizational setting, you will be required to write a paper that addressing at least three leadership issues that impact higher education management such as factors that impact senior leaders in higher education, women/ethnic minorities and research on leadership theory such as understanding the context for leadership. The goal of your interview is to collect information on the individual’s background (e.g. level of education, specify position and related responsibilities, and periods of advancement, etc.), leadership experiences and perspectives of leadership in
higher education. Your interview protocol should include questions to capture these aspects of the identified leader’s experiences. Example questions may include:

1. What is the nature of your current position and how would you characterize your leadership style?
2. Based on your leadership style and philosophy, what have been some of your accomplishments and challenges within this organization?
3. Are there colleagues or leaders you admire or attempted to model their leadership styles? Who are they? Define their leadership styles and strong attributes of leadership?

Be sure to support your arguments with the literature.

**Part two:** At the end of the paper include a personal reflection (no more than 5 pages) of how you believe your own leadership style has been challenged by the reading and class discussions. Put differently what do you think will be your challenges as a leader in higher education? How do you see your leadership style expanding and or changing based upon the readings? Be sure to develop a focused paper that is organized and analytical. The paper should not exceed 20 pages of text including both parts. Paper is due May 7th.

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**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 28</td>
<td>Introduction and overview of the course, Introductions, discuss the purpose and focus of the course, review reading, assignments and grading method.</td>
<td>Northouse chapters 1-3</td>
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<tr>
<td>February 4</td>
<td>Conceptualizing Leadership and leadership skills</td>
<td>Northouse chapters 1-3</td>
</tr>
<tr>
<td>February 11</td>
<td>Examining Approaches and styles to Leadership</td>
<td>Northouse chapters 4 &amp; 5</td>
</tr>
<tr>
<td>February 18</td>
<td>Contingency Theory, Path-Goal Theory and Leadership Member Exchange theory</td>
<td>Northouse chapters 6, 7 &amp; 8</td>
</tr>
<tr>
<td>February 25</td>
<td>Transformational Leadership, Authentic Leadership</td>
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Readings: Northouse chapters 9 & 10

Approaches to leadership Roundtable

Round table discussion #1: Each student is responsible for selecting an article from a newspaper or magazine that describes a leadership situation in a particular context. The article can come from a number of different arenas including higher education, business, military, politics etc. Look for examples of leadership that reflect examples we have discussed thus far. Be prepared to present and discuss your article. You should describe the context, situation and actions of the individual (s) and the factors impacting their behavior.

March 4
Team Leadership and Psychodynamic approach.

Readings: Northouse chapters 11 & 12

Recommended reading: Redesigning Collegiate Leadership Teams and Teamwork in Higher Education, Bensimon and Neumann, 1993

Discussant: __________________________

March 11
Women and Leadership
Reading: Northouse chapter 13, additional articles posted on blackboard

Recommended reading: Higher Education Leadership Analyzing the Gender Gap, Luba Chliwniak , 1997

Discussant: __________________________

First paper is due.

March 18
No Class-Spring Break (March 15-19)

March 25
Part I: How Diversity and Culture Impact Leadership
Reading: Northouse chapter 14; Aguirre and Martinez pages 1-89,

Article posted on blackboard
April 1  
Part II: How Diversity and Culture Impact Leadership MIT Case Study
Readings: MIT Report and workteams

Round table discussion #2: Each student is responsible for bringing in an article that describes a leadership issue in the field of higher education that impacts women or racial/cultural/ethnic groups. It is highly recommended that you examine journals and publications from the field of higher education. If you use a publication outlet from outside of the field be sure that the article is about a person who is leading in the field of higher education and/or a policy issue relevant to higher education. Be prepared to present and discuss your article. You should describe the context, situation and actions of the individual (s) and the factors impacting their behavior. How is their leadership different and/or similar to the factors we have discussed in the readings on leadership in higher education?

April 8  
Strengths-based Leadership: Considering Your Own Strengths
Rath and Conchie (2008), Part I: Investing In Your Strengths
Important: Be sure to use the strengths code in your book to take the StrengthsQuest assessment at www.strengthsquest.com. You should remember your log-in codes so you can refer back to your Top 5 theme report and additional SQ materials

April 15  
Exploring Strengths through collective leadership
Rath and Conchie (2008), Part II: Maximizing Your Team
Introduction to the four domains of strengths-based leadership-executing, Influencing, relationship-building and strategy-building.

April 22  
Cultivating Authentic Leadership and Leadership Ethics
Reading: Northouse chapter 10 & 15

Recommended reading:

Bolman, L.G. & Deal, T, E, Leading with Soul, An uncommon journey of Spirit.

Badaracco, Joseph L. Leading Quietly, An unorthodox guide to doing the right thing.

April 29  
Paper Presentations
May 7

Paper Presentations

Final Paper due

Class celebration dinner out location TBA