

PAF 494
Building Leadership Skills
Spring 2006

Tuesday and Thursday 10:40 – 11:55 a.m. • Education 202

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Building Leadership Skills: The Science, the Art, and the Practice

This course offers students the opportunity to explore the *science*, the *art*, and the *practice* of leadership through the study of leadership theory, by examining the leadership of others, and by beginning to develop their own capacity for leadership.

In exploring the *science* of leadership, students will be introduced to core leadership concepts. We will analyze and discuss the history, ideas, and theories that have laid the foundation for understanding leadership and its processes.

In focusing on the *art* of leadership, students will be challenged to think about leadership in new and different ways. We will explore the intuitive processes through which leaders are able to connect with others, creating shared experiences and meaning in order to energize and excite others and move them to act.

In addressing the *practice* of leadership, students will be guided in the process of taking insights gained from the study of the art and science of leadership and putting them into action. We will focus on developing leadership competencies and becoming aware of the approaches, styles, strengths, and weaknesses each brings to the act of leadership.

From each of these perspectives, students will be engaged in studying the essential issues involved in leadership, focusing on several key questions:

- What is leadership?
- What are the elements of leadership?
- What are the processes of leadership?
- What are the purposes of leadership?

Course Objectives

Among the desired outcomes of the course are:

- To develop a broad understanding of leadership through the study of theories, definitions, and concepts.

- To help foster competency in critical leadership skills, and to help prepare the student to transfer this learning to organizations and environments outside the classroom.
- To build and refine the student's capacities for intellectual reflection and critical thinking.

A Learning Strategy

Students will be challenged to think critically about the science, art, and practice of leadership through a partnership between themselves and the instructor. The instruction process will include a mix of lectures, class discussions led both by instructor and students, hands-on exercises, group work, and individual presentations, facilitating both cognitive and experiential learning.

Learning the skills to support effective and responsible action as a leader requires not only reading and discussing ideas, but also improving your capacity to act in pursuit of your ideas. In this class, we will not only try to build a solid foundation of ideas upon which you can act, but also will work to develop your personal and interpersonal skills as they pertain to leadership.

In building leadership skills, practice is required for improvement to occur. Rather than just talking about skills in leadership, we will try to learn from two types of experiences: 1) those in the classroom, meaning cases, exercises, and simulations; and 2) those in real life, meaning your own work in organizations or groups of which you are a part.

In order for you to get the most out of this course, you must be actively involved in the work of the class. Much of that work will occur in groups. Your full contribution will be essential, both for your own learning and that of others. You are encouraged to experiment with your own ideas and your own behavior in order to try new ideas and behaviors.

To make this kind of involvement and experimentation comfortable for all, let's agree that we will maintain full respect for the privacy of each person in the class. It is vital that you be involved; however, if you don't want to respond to a particular question, simply say, "I'd rather not comment on that." We will consider the class a "safe zone" in which each student can contribute in his or her own way without any fear of ridicule or reprisal.

Class Assignments and Grades

Each class period will include a set of activities, such as mini-lectures, student-led discussions, exercises, self-evaluations, cases, or simulations related to the particular topic assigned for that class. In some class periods, there also will be time allowed for groups to work on class projects in which they are involved.

In addition to ongoing evaluations of your ideas and actions by the instructor, you will be graded on five specific areas of activity, with each constituting one-fifth (20%) of your total class grade. These five areas are detailed below.

Class participation: You will be graded on your active participation in all aspects of the class, including reading, discussions, exercises, cases, simulations, and any other assignments. You are expected to be fully engaged in what we are

doing, to make extensive and positive contributions to your own learning and that of others, and to be fully supportive of the work of your fellow students.

Question set: Once during the semester you will be responsible for turning in written responses to a set of questions that will be based on the assigned reading for that week. In preparing this assignment, you will reflect on particular questions posed by the instructor that reference the assigned reading and respond in a critical and thoughtful way. You will be graded on the quality and thoughtfulness of your responses based on three criteria: 1) The level of effort you put into answering the questions; 2) how well you integrated material from the reading into your answers; and 3) the depth of your reflection. You should expect to write an average of three to four paragraphs for each question. Question sets will be due at the beginning of the class for which that particular reading is assigned. You also should be prepared to lead a class discussion of the material. Question set dates will be assigned during the first class period by luck of the draw.

Leadership analysis: You will prepare a paper based on a film or fiction novel related to leadership, analyzing the insights that our studies offer into the character(s) and the issue(s) covered by the film or book you've chosen and the implications for leadership that can be drawn from the story. Your analysis should be based on our class readings and discussions and include citations of relevant material. Your analysis should be five to seven pages in length, and you also should be prepared to give a short (five minutes) presentation to the class on your paper.

Group presentation: Students will divide into groups to identify and discuss in depth the leadership attributes of someone they perceive to be in a leadership role. This assignment has two goals. The first is a *product goal*, for which your group will identify a leader, conduct relevant research about the leader, analyze why the leader is effective (based on our class readings and discussions and outside material), and design a method in which to present your findings to the class in a way that will inform your classmates' future leadership practice. The second is a *process goal*, the intent of which is to allow your group to explore and experience group interaction and leadership. Each member of your group will be required to turn in a written analysis of the leadership and group actions that took place during the process of executing the product goal. Presentation dates will be assigned; individual process analyses will be due the last regular day of class.

Leadership journal: You will prepare a leadership journal, instructions for which will be distributed in class. Your journal should provide an opportunity for you to reflect upon and learn from experiences related to leadership that you have both in and outside of class. The purpose of this assignment is to assist you in developing not only specific leadership skills but also to help you gain an increased sense of self and the capacity to become a more aware, reflective leader. This assignment will be graded with attention to your writing; however, the

greatest emphasis will be placed on your effort to maximize your learning experience. This assignment will be due by 5 p.m. on the day the class final is scheduled.

Grading: Grades for this course will be calculated as follows:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

E = 59 and under

Miscellaneous Policy “Stuff”

- Please turn off your cell phone before class.
- If it is necessary for you to miss a class due to a school-related activity or function, religious reasons, or personal reasons, please let me know *in advance* whenever possible. You will be responsible for obtaining lecture notes and material presented in the class you missed. Should any issues or problems arise during the semester that might interfere with your ability to participate in class or complete any of your assignments, please feel free to talk with me about them so that we can try to work out a solution.
- Plagiarism (using other people’s work without including proper citation or credit) is a violation of university policy and will not be tolerated in this class. For more specific information, please review the following:

Academic Integrity Policy

<http://www.asu.edu/studentlife/judicial/integrity.html>

- Students also are responsible for reviewing and complying with all other ASU policies, including the following:

Student Code of Conduct

<http://www.asu.edu/aad/manuals/sta/sta401-01.html>

Computer, Internet and Electronic Communications Policy

<http://www.asu.edu/aad/manuals/acd/acd125.html>

- All assignments (except those completed in class) must be typed, double-spaced, with a one-inch margin in a 10- or 12-point font.
- All assignments (except those completed in class) are due at the beginning of the class period on the due date.

Required Reading

Nahavandi, Afsaneh (2002). *The Art and Science of Leadership* 3rd Edition. Upper Saddle River, NJ: Prentice Hall.

Denhardt, Robert D., and Denhardt, Janet V. (2006). *The Dance of Leadership*. Armonk, NY: M.E. Sharpe.

Other readings as assigned.

Topics and Assignments

The Science of Leadership

- Jan. 17 (T) **Introductions and Overview of Course**
- Jan. 19 (Th) **Definitions of Leadership**
Nahavandi – Chapter 1
- Jan. 24 (T) **Leadership Theory**
Nahavandi – Chapter 2
Question Set #1 due
- Jan. 26 (Th) **Differences and Traits**
Nahavandi – Chapter 3
- Jan. 31 (T) **Contingency Models**
Nahavandi – Chapters 5 & 6
Question Set #2 due
- Feb. 2 (Th) **Contingency Models**
Nahavandi – Chapters 5 & 6
- Feb. 7 (T) **Power and Leadership**
Nahavandi – Chapter 4
Question Set #3 due
- Feb. 9 (Th) **Participative Leadership**
Nahavandi – Chapter 7
- Feb. 14 (T) **Change-Oriented Leadership**
Nahavandi – Chapter 8
Question Set #4 due
- Feb. 16 (Th) **Guest speaker**
Instructions for observation exercise (due Feb. 23).

The Art of Leadership

- Feb. 21 (T) **A New Language**
Denhardt & Denhardt, Chapter 1
Question Set #5 due

- Feb. 23 (Th) **Space, Time, and Energy**
Denhardt & Denhardt, Chapter 2
Observation exercise due
- Feb. 28 (T) **A Sense of Rhythm**
Denhardt & Denhardt, Chapter 3
Question Set #6 due
- March 2 (Th) **A Sense of Rhythm (cont.)**
Denhardt & Denhardt, Chapter 3
Instructions for writing assignment (due March 7).
- March 7 (T) **Communicating to Connect**
Denhardt & Denhardt, Chapter 4
Question Set #7 due
Writing assignment due.
- March 9 (Th) **Communicating to Connect (cont.)**
Denhardt & Denhardt, Chapter 4
- March 14 (T) **No class – Spring Break**
- March 16 (Th) **No class – Spring Break**
- March 21 (T) **The Improvisational Leader**
Denhardt & Denhardt, Chapter 5
Question Set #8 due
- March 23 (Th) **The Improvisational Leader (cont.)**
Denhardt & Denhardt, Chapter 5
- March 28 (T) **Focus, Concentration, Passion, and Discipline**
Denhardt & Denhardt, Chapter 6
Question Set #9 due
- Mar 30 (Th) **Guest speaker**
- April 4 (T) **Independent study (ASPA Conference)**
- April 6 (Th) **Leadership Analysis due**
Class presentations

The Practice of Leadership

April 11 (T) **Simulation Exercise**

April 13 (Th) **Simulation Exercise**

April 18 (T) **Simulation Exercise**

April 20 (Th) **Guest speaker**

April 25 (T) **Group Presentations**

April 27 (Th) **Group Presentations**

May 2 (T) **Group Presentations/Wrap up**
Individual Process Analyses due

May 5 (F) **Final – Leadership Journals due. Turn your journal in at the School of Public Affairs main office by 5 p.m. Friday, May 5.**