

Course Syllabus of Leadership: Theories and Perspectives

August – December 2015

Cycle VII

Jaime Terrones Cáceres

I. General Course Data

Course Name : Leadership: Theories and Perspectives
Requirement : Teorias Psicodinámicas
Credits : 3

Code : 07507
Semester : 2015-II
Cycle : VII

II. Course Outline

'Leadership: Theories and Perspectives' is the first elective course of the Leadership Concentration that develops understanding, application and development of this competence, as it is permanently required in professional performance. Specifically, it extends and deepens the study of the concept of leadership and directive styles from different theoretical perspectives, therefore explaining the emergence of abilities and conditions in which this influence process is exerted, particularly in organizations.

The actual exercise of leadership is examined starting from its anthropological origins. The concepts of ethics and trust are examined as well. These and the previous elements will enable the student to analyze internationally well known leaders, from active, critical and constructive standpoints.

III. Course Objective

Develop in students active, critical and constructive analytical abilities towards leading characters' performance, through the acknowledgement and understanding of diverse theories and perspectives of leadership.

IV. Learning Outcomes

At course completion, the student will acquire the following competencies:

Analyze the concept of leadership from multivariate perspectives and define common grounds for the construction of authentic Leadership.

Identify and understand recurrent topics of leadership such as gender, power management, trust, paradoxes, personal mastery learning, among others.

Evaluate leaders' life events and accomplishments in order to determine correspondence to the concept of authentic leadership.

Acknowledge and understand the process of Leadership implemented in organizational settings, particularly in management and team formation, structure and design of organizations and the generation of values.

Carry out reflective understanding of the cultural, moral and ethical aspects of the Leadership phenomenon in diverse contexts.

V. Contents and Learning Activities

WEEK		ACTIVITIES/EVALUATION
UNIT I		
ORIGINS, HISTORY AND IDEOLOGICAL PERSPECTIVES OF LEADERSHIP		
LEARNING OUTCOMES:		
<ul style="list-style-type: none"> Analyze contemporary trends of the concept of Leadership as studied inside and outside of organizational settings. Understand de the main components of Leadership proposed by Plato, Machiavelli and Sun Tzu. Identify and recognize the most recurrent topics in leadership from perspectives of gender, bonding, groups, organizations and culture. 		
1° August 24th - 29th	1. Introduction to the study of Leadership	Course Presentation Syllabus Group Project (LPE) Weekly Group Presentations
	1.1 The elusive nature of the concept. 1.2 Major agreements on the definition of leadership. 1.3 General overview: Leadership in an organizational world. Krapfl & Kruja: 28-43	
2° August 31th – September 05th	2. Historical Traces of Leadership	Group oral presentation Reading Control 1 (Krapfl & Kruja 28-43 and Grint: 89-110)
	2.1 Anthropological nature of leadership: 2.2 Qualities, abilities and conditions Grint: 89-110	
3° September 07th- 12th	3. Conceptual Perspective of Leadership	Group oral presentation Grint 112-125 and 155-176
	3.1 Leadership in the context of groups and organizations 3.2 The rise of democratic leadership Grint: 112-125, 155-176	
4° September 14th – 19th	4. Gender perspective in Leadership	Integrated Lecture
	4.1 Gender perspective of Leadership 4.2 Sexual Static 4.3 The Glass Ceiling Grint: 199-208, 211-221	
5° September 21th – 26th	5. Relational Perspective of Leadership	Graded Assignment I (Weeks 1-4)
	5.1 Origins of the followership phenomenon 5.2 Leaders and Narcissism. 5.3 The dark side of leadership 5.4 Leadership as a social myth Grint: 250-270, 272-286, Hickman: 250-260	
6° September 28th – October 03th	5.5 The paradoxes of Leadership 5.6 Leadership as Seduction Hickman: 68-78, Grint: 338-372	Group oral presentation Reading Control 2 Grint: 250-270, Robinson: 250-260

7° October 05th – 10th	6. Leadership: An Organizational Perspective 6.1 Bosses, Teams and trust	Group oral presentation First Draft of LEADERSHIP PERFORMANC EVALUATION (October 7 th)
	Hickman:181-191, 193-201	
	6.2 The influence of followers over leadership 6.3 Effects of the efforts for empowerment	
	Hickman: 202-213	
8° October 12th – 17th	MID-TERM EXAM	
9° October 19th – 24th	6.4 The futile Manager – Leader distinction 6.2 Leading from the transformation concept 6.3 Ethics of Charsimatic Leadership	Reading Control Hickman 193-213
	Hickman: 97-113, 130-140, 166-176	
UNIT II IMPLEMENTATION OF LEADERSHIP PERSPECTIVES IN ORGANIZATIONS		
LEARNING OUTCOMES:		
<ul style="list-style-type: none"> • Identify Leadership performance through the structure, design and network perspectives. • Examine and understand the relationship between organizational culture and Leadership. • Discriminate Leadership performance in terms of a moral perspective 		
10° October 26th – 31th	7. Bureaucracies and Network Designs and Leadership strategies. 7.1 Emergence of New Organizational Forms. 7.2 Networks as a new Challenge for Leadership	Group oral presentation Reading Control 3 Hickman: 97-113, 130-140, 166-176
	Hickman:283-301	
11° November 02th – 07th	8. Implementing Leadership from a Cultural Perspective 8.1 Formation of Culture, formation of leadership 8.2 Re 'valued' concept of leadership	Group oral presentation Reading Control 4 Hickman: 357-377
	Hickman: 327-342, 343-356	
12° November 09th – 14th	9. The Moral Perspective of Leadership 9.1 Moral Leadership and Business Ethics 9.2 Business Ethics as Moral Imagination	Preparation For final Draft
	Hickman:357-371, 372-377	
13°	10. Acquiring and Learning Perspectives of Leadership 10.1 Learning Organization: personal mastery 10.2 The Art of Collaboration 10.3 Contribution Recognition	Group oral presentation Graded Assignment 2 Weeks 9 to 12

November 16th – 21th	Hickman: 411-423, 467-480, 481-493	
14° November 23th – 28th	11. Final Project Presentations	Final Draft LEADERSHIP PERFORMANCE EVALUATION (November 25 th)
15° November 30th – December 05th	12. Final Project Presentations Course Final Overview and Conclusions.	
16° December 07th – 12th	Final Exam	

VI. Methodology

This course covers a wide variety of topics concerning the concept of Leadership. It consists of two units. The first covers a conceptual introduction to the problem of leadership, and the second deals with a set of possible real life applications of such concepts.

Although related to each other, each topic is treated independently in the class sessions. Therefore, the course acquires a Seminar character, in which discussions converge towards a common and reflective understanding of this subject matter.

Students are therefore required to prepare in advance for each class. In a group setting, they will prepare selected readings randomly assigned. They will then deliver weekly presentations to the rest of the students, to ignite discussion and produce general agreements at the end of each class period.

There will be other activities that will serve as examples or applications of the concepts discussed in class. Such activities include group dynamic exercises, video or movie analyses, article discussions, selected readings, among others.

During the term, students, in groups, are also required to prepare a Leadership Performance Evaluation (LPE) in writing (see LPE GROUP PROJECT OUTLINE), which they will present to the class orally, in the last two weeks of the program. This project is

threefold: First it contains a biography of a famous leading character. Second a commented list of accomplishments is prepared. Finally, an evaluation is carried out to establish if this character can actually be acknowledged as an authentic leader. Students must participate actively and, therefore, attendance is mandatory.

VII. Evaluation

The course considers an accumulative and integrated evaluation, with the following criteria:

There will be a Mid-Term Exam (MT), a Final Exam (FE) and a Permanent Evaluation Average (PEA), to produce a student's Final Average (FA). The first two grades are the scores obtained in examinations administered in weeks 8 and 16 of the course. The third grade (PEA) is composed of five partial grades. These are: The Reading Control Average (4 Reading Controls), Graded Assignment Average (2 graded Assignments), Weekly Class Oral Presentation Average, Leadership Performance Evaluation Paper and the Final Oral Presentation. None of these grades will be cancelled nor substituted. The percentages and proportions are explained in the following table.

	MID-TERM EXAM (MT)	FINAL EXAM (FE)	PERMANENT EVALUATION AVERAGE (PEA)
PERCENTAGE	25%	30%	45%
CONTENTS	TOPICS FROM WEEKS 1-7	TOPICS FROM WEEKS 9-13	READING CONTROL AVERAGE 20%
			GRADED ASSIGNMENT AVERAGE 20%
			LEADERSHIP PERFORMANCE EVALUATION (FINAL PAPER) 20%
			WEEKLY TOPIC ORAL PRESENTATION AVERAGE

			20%
			FINAL LEADERSHIP PERFORMANCE EVALUATION ORAL PRESENTATION
			20%

The final average (**FA**) is obtained with the following formula:

$$\mathbf{FA} = (0,25 \times \mathbf{MT}) + (0,45 \times \mathbf{PEA}) + (0,30 \times \mathbf{FE})$$

FA = Final Average
MT = Mid-Term Exam
PEA = Permanent Evaluation Average
FE = Final Exam

VIII. References

1. Bass, B.M. & Bass, A. (2008). **The Bass Handbook of Leadership: Theory, Research and Managerial Applications**. New York: The Free Press.
2. GILBERT D., FISKE S. y LINDZEY G. (2010). **The Handbook of Social Psychology**. New York: McGraw-Hill.
3. GILBERT D., FISKE S. y LINDZEY G. (1998). **The Handbook of Social Psychology**. New York: McGraw-Hill.
4. Grint, K. (1997). **Leadership. Classical, Contemporary and Critical Approaches**. New York: Oxford University Press.
5. Hooper, A. (ed.) (2006). **Leadership Perspectives**. London: Ashgate Publishing Group.
6. Kernberg, O.F. (1998). **Ideology, Conflict, and leadership in Groups and Organizations**. New Haven: Yale University Press.
7. Kets de Vries, M. (2006). **The leader on the couch: A clinical approach to changing people and organizations**. San Francisco: Jossey-Bass.
8. Kets de Vries, M. (ed.) & Korotov, K. (ed.) (2011). **Leadership Development (The International Library of Critical Writings on Business and Management)**. Massachussets: Edward Elgar.
9. Krapfl, E.K. & Kruja, B. (2015). **Leadership and Culture**. *Journal of Organizational Behavior Management* 35:28-43.
10. Nohria, N. & Khurana, R. (2010). **Handbook of Leadership. Theory and Practice**.
11. Pettinger R. (2010). **Organizational Behaviour. Performance management in practice**. Oxon: Routledge.
12. Zaleznik, A. (1990). **Executive's Guide to Motivating People. How Freudian Theory can turn good executives into better leaders**. Chicago: Bonus Books.

IX. Professor

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Degree in Clinical psychologist from Pontificia Universidad Católica del Perú, Post Graduate studies in the field of Organizational Psychology. Current candidate for the Doctoral Degree in Psychology from USMP, Peru. Expert in Clinical Psychology: Diagnostic Evaluation, psychotherapy and Mental Health Prevention, design and implementation of Mental Health programs, Adult Education, Teacher Training, Psychology of Work and Organizational Behavior and Leadership.