Course Syllabus of Leadership: Theories and Perspectives

Agosto – diciembre 2018

Professor

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I. General Course Data

Course Name : Leadership: Theories and Perspectives   Code   : 07507
Requirement   : Teorias Psicodinámicas   Semester   : 2018-2
Credits   : 3

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:*** • 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 20th – 25th*	***1. Introduction to the study of Leadership*** 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***	Course Presentation Syllabus Group Project (LPE) Weekly Group Presentations
2° *August 27th – September 1st*	***2. Historical Traces of Leadership*** 2.1 Anthropological nature of leadership: 2.2 Qualities, abilities and conditions ***Grint: 89-110***	Group oral presentation Reading Control 1 (Krapfl & Kruja 28-43 andGrint: 89-110)
3° *September 3rd –08th*	***3.Conceptual Perspective of Leadership*** 3.1 Leadership in the context of groups and organizations 3.2 The rise of democratic leadership ***Grint:112-125, 155-176***	Group oral presentation Grint 112-125 and155-176
4° *September 10th – 15th*	***4. Gender perspective in Leadership*** 4.1 Gender perspective of Leadership 4.2 Sexual Static 4.3 The Glass Ceiling ***Grint: 199-208, 211-221***	Integrated Lecture
5° *September 17th – 22nd*	***5. Relational Perspective of Leadership*** 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***	Graded Assignment I (Weeks 1-4)
6° *September 24th – 29th*	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 01st – 6th*	***6. Leadership: An Organizational Perspective*** 6.1 Bosses, Teams and trust	Group oral presentation First Draft of LEADERSHIP PERFORMANC EVALUATION

	Hickman:181-191, 193-201	(October 7th)
	6.2 The influence of followers over leadership 6.3 Effects of the efforts for empowerment	
	Hickman: 202-213	
8° *October 8th – 13th*	**MID-TERM EXAM**	
9° *October 15th – 20 th*	6.4 The futile Manager – Leader distinction 6.2 Leading from the transformation concept 6.3 Ethics of Charsimatic Leadership **Hickman: 97-113, 130-140, 166-176**	Reading Control Hickman 193-213

UNIT II
IMPLEMENTATION OF LEADERSHIP PERSPECTIVES IN ORGANIZATIONS

LEARNING OUTCOMES:
- 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 22nd – 27th*	**7. Bureaucracies and Network Designs and Leadership strategies.** 7.1 Emergence of New Organizational Forms. 7.2 Networks as a new Challenge for Leadership **Hickman:283-301**	Group oral presentation Reading Control 3 Hickman: 97-113, 130-140, 166-176
11° *October 29th – November 03rd*	**8. Implementing Leadership from a Cultural Perspective** 8.1 Formation of Culture, formation of leadership 8.2 Re 'valued' concept of leadership **Hickman: 327-342, 343-356**	Group oral presentation Reading Control 4 Hickman: 357-377
12° *November 05th – 10th*	**9. The Moral Perspective of Leadership** 9.1 Moral Leadership and Business Ethics 9.2 Business Ethics as Moral Imagination **Hickman:357-371, 372-377**	Preparation For final Draft
13° *November 12th – 17th*	**10. Acquiring and Learning Perspectives of Leadership** 10.1 Learning Organization: personal mastery 10.2 The Art of Collaboration 10.3 Contribution Recognition **Hickman: 411-423, 467-480, 481-493**	Group oral presentation Graded Assignment 2 Weeks 9 to 12
14° *November 19th -24th*	**11. Final Project Presentations**	Final Draft LEADERSHIP PERFOMANCE EVALUATION (November 25th)

15° *November 26th-December 01rt*	*12. Final Project Presentations* ***Course Final Overview and Conclusions.***	
16° *December 3rd – 8th*	**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
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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:

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

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.
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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.*
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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 Degre 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.