Strategic Leadership (INST 660) – 3 credit hours
Fall 2018 Syllabus
UNIVERSITY OF MARYLAND, COLLEGE PARK

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Introduction

‘I believe that we are more likely to secure responsible leadership in the future if we can demystify its constituent processes. In that sense, enhanced knowledge about leadership may go hand-in-hand with more morally desirable forms of leadership’


Leadership moves the world. That’s why it’s important, why we study it, and why we strive to do it well. It is a research area, a practical skill and a personal philosophy. Thoughts about leading have evolved over time to include broad categorizations of transactional, transformational, behavioral and situational approaches. Numerous examples of leading exist across generations which serve as examples to bridge theory with reality.

The course, Strategic Leadership, is designed to meet three specific objectives:

- First, is to become acquainted with several of the primary theoretical ideas about leading;
- Second, is to introduce illustrations of current or historical leaders and situations to enrich the theoretical assertions;
- Third, is to participate in active self-reflection about your leadership qualities strengths and weaknesses.

In order to meet these objectives, the weeks of study have been designed using as a base, various academic and practitioner articles, books, and white papers from the arenas of business,
government and military sources, as well as watching film or YouTube documentaries in conjunction with instructor facilitated discussions. Ideas from Plato’s thinking on leadership to current topics and future trends have been carefully selected as enhancements to the theory. Several well-known personalities including Queen Elizabeth I, Ernest Shackleton, Sun Tzu, Thomas Carlyle, Senator Thomas McCarthy, Steve Jobs, F.W. deKlerk, and Saddam Hussein have been incorporated into the course of study.

**Student Responsibilities and Grading**

- Discussion (25%)
- Leadership Development Activities (30%)
- Personality Exercises (25%)
- Leadership Philosophy Final (20%)

Final Grades/ Numeric and letter equivalents:

- 100 – 90 (A);
- 93 – 90 (-A);
- 89 – 87 (B+);
- 86 – 83 (B);
- 83 – 80 (-B);
- 79 – 77 (C+);
- 76 – 73 (C);
- 72 – 70 (-C);
- 69 – 60 (D);
- Below 60 (F).

**Course Outline**

**WEEK 1: INTRODUCTIONS AND OVERVIEW OF THE COURSE**

Dates: August 27 – Sept 1

**Guidance:** The study of leading has very deep historical roots. Through the eyes of some great thinkers from early seats of intellectual power in Greece, Asia, Italy – come some stimulating notions about leadership. What are some of these ideas? How are they still relevant? How are they no longer applicable and why? What traits of leaders are portrayed? Where do you stand relative to these ideas? What is your definition of leadership? Are you philosophical or practical in your viewpoint of leading?

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<th>Who or What</th>
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<th>Ideas Theoretical Concepts</th>
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Sun Tzu – Chinese Military Strategist (544 BC 496 BC)

Video/Audio
The Art of War – Full audio book (1 hour 7 minutes)
https://www.youtube.com/watch?v=31j43R77tOc

Knowledge, responsibility, clarity, leading by example, care for people, sacrifice, timing

Nicollo Machiavelli – Italian Renaissance politician, diplomat (1469 – 1527)

The Prince (43 pgs)

Loved or feared, change with the times, entrepreneur, no achievement without danger, willingness, preservation of status quo, taking the lead in something new, maturity, ego

Leadership: Theory and Practice - Northouse

Pgs 1 – 17. Leadership defined, leadership described; Trait Theory pgs 19 – 42; Case studies not required.

Intelligence, self-confidence, determination, integrity, sociability, five factors, emotional intelligence

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, September 1, 2018)
- Leadership Development Activity (Due by Saturday, September 1, 2018)

Leadership Development Activity
Who Helped Me?

Sparking Energy for Change: To begin, think about how you came to be the person you are today, and think about who helped you along the way. “Who Helped Me?” is the first of many Leadership Development Activities in this class. It might be tempting to just think about the questions rather than write some notes for yourself. I encourage you to reflect and write your thoughts. While it seems simple, the act of writing is a very important step in this process. Writing causes us to think harder and more deeply, which will provide you with profound insights that will serve you well.

Part 1: Think of the people who have helped you the most in your life and career, the people about whom you would say, “Without this person, I could not have accomplished or achieved as much as I have. Without this person, I would not be the person I am today.”

Write their names. Next to each name, describe moments you remember with them that had a lasting impact on you. What did they say or do? How did you feel at the time? What did you learn from them and from those experiences?

Part 2: Now think of the people who tried to help, manage, or coach you to better performance over the last two years. Think of people who conducted performance reviews with you or gave you feedback on how you were conducting your life or functioning at work. Write their names and, next to each name, note what the person said or did with you. What did you learn from these people?
Part 3: What feelings did Part 1 of this exercise evoke in you?

What feelings or sensations did Part 2 evoke in you?

Compare and contract the person and situations in Parts 1 and 2. As you consider what each person in these two reflections said or did and how it affected you, what were the differences?

What, if anything, do these memories make you want to do today?

When people do Part 1 of this LDA, they typically experience warm, emotional reactions to the memories of the individuals who helped them. They remember being deeply affected. They are clear about how these people provoked new dreams and aspirations in them and supported their personal and professional development. Often, individuals remember that the people who helped them did so with compassion, and the feelings stirred by such caring can be deep and intense even years later. In studying people’s reactions to how others have helped them in their lives and at work, we have discovered something interesting about how people change. When we have resonant relationships with our mentors and guides, and when these people act compassionately to support our strengths, positive self-images, and dreams, the impact on us is profound and long-lasting.

WEEK 2: ‘GREAT MEN’ AND INDUSTRIALIZATION
Dates: Sept 2 – Sept 8

Guidance: The Victorian Scotsman, Thomas Carlyle, was considered one of the most prominent social commentators of the 18th and 19th century. His belief in the importance of heroic leadership led to his formulating a series of lectures that evolved into his work, *Hero Worship and the Heroic in History*. His thoughts are regarded as one of the early influences on the formulation of the Great Man Theory. In describing a wide range of ‘heroes’ including Odin, Cromwell, Napoleon, Shakespeare, Dante Burns and Martin Luther – Carlyle concluded such heroes function as pattern markers for others to imitate and as instigators for moving society in a forward direction.

Carlyle was a philosophic rarity for his non-materialistic viewpoint of the industrial revolution that was spawning what would become a school of thought known as scientific management. As the Victorian Era withered and European and American industrialization emerged, the nature of factor environments necessitated an upsurge in mechanically based approaches to leading. This Progressive Era produced industrial engineer, Frederick Winslow Taylor, who became one of the intellectual leaders of the efficiency movement with his pioneering work in the principles of scientific management. During the same time in Cicero, Illinois at the Hawthorne Works factory complex which employed 45,000 personnel to build telephone equipment for Western Electric, a series of studies were undertaken in which behavioral science ideas were applied in the manipulation of workers on assembly lines. One study, known as the Hawthorne Experiment, looked at the impacts of controlling light in the bank wiring and relay assembly rooms to see how changes in lighting would impact productivity. The results of the study were a curiosity to the efficiency experts. Instead of a direct correlation with darkness and decreased productivity and lightness and increased productivity, no matter the level of light, productivity increased. It was discovered that paying attention to the workers is what impacted the productivity, not the changes in the processes. The human side of work in the forms of feedback and motivation, roles and interpersonal relationships became new priorities for leaders to consider. The Hawthorne Experiments were some of the first to place doubts on the man as machine approach to leading.
What impressions do you take away from Carlyle’s belief in heroes and heroics? What traits does he put forth? Which section from his work did you choose and why? Are these traits still viable today relative to leaders and leading? How does the skills approach pertain to the era of industrialization? Why was one best way a good leadership attitude for the industrial revolution? When and why is too much rationality detrimental to leading? What leadership lessons are learned from the chosen chapter of the documentary, *Pandora’s Box*? Are you a skills-based leader? What leader traits do you consider as important?

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<td>Thomas Carlyle (1795 – 1881)</td>
<td>Thomas Carlyle in Henry David Gray’s edition of <em>Hero Worship and the Heroic in History</em>, published 1906 Longmans’ Green and Company Internet Archive book reader. Read one chapter of personal interest. Select from divinity, profit, poet, priest, man of letters, or king</td>
<td>This is a series of four lectures from May 5, 1840 through May 12, 1840 – Great Man, hero, charisma, power, birthright, personal attribute, divine inspiration. Born or made? Hero as divinity, profit, poet, priest, man of letters, king</td>
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<td>Film Part 1: Pandora’s Box - The Engineer’s Plot</td>
<td><em>Pandora’s Box – A Fable from the Age of Science – Part 1: The Engineer’s Plot</em>. BBC Documentary (1993) 44 minutes <a href="https://www.youtube.com/watch?v=h3gwyHNo7MI">https://www.youtube.com/watch?v=h3gwyHNo7MI</a> Film description: “It all began with a weapon created by scientists that threatened to destroy the world. But then a group of men who were convinced they control the new danger began to gain influence in America. They would manipulate terror. To do so, they would use the methods of science. Pandora’s Box was a six-part 1992 BBC documentary television series written and produced by Adam Curtis which examines the consequences of political and technocratic rationalism.”</td>
<td>Consequences of leadership approach using political and technocratic rationalism, Karl Marx’s scientific society, transformation of the nation of Russia into a ‘giant rational machine’</td>
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Episode 1: The Engineer’s Plot – The revolutionaries who toppled the Tsar in 1917 though science held the key to their new world. In fact, it ended up creating a bewildering world for millions of Soviet people. This episode, originally broadcast on June 11, 1992, details how the Bolshevik revolutionaries who came into power in 1917 attempted to industrialize and control the Soviet Union with rational scientific methods. The Bolsheviks wanted to turn the Soviet people into scientific beings. Aleksei Gastev used social engineering, including a social engineering machine, to make people more rational.”

Questions: How would you define engineering? Why are the words ‘fable’ and ‘experiment’ used? Why is technocracy seen as a powerful tool for societal equality? What are the weaknesses for a rational approach to the world? How might it be offset with behavioral aspects? Why is the approach fail? Why is the machine view of the human being lacking? What are its positive qualities?

Some interesting comments: “Soviet power electrification”; “humans as scientific beings”; “rational world”; “rational music”; “teaching to behave in a rational way”; “the social engineering machine”; “the average human being will become an Aristotle”; “the new industrial society and the bourgeois specialist/engineer”; “five years to build a modern industrial state”; “technology decides everything”

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, September 8, 2018)
- Leadership Development Activity (Due by Saturday, September 8, 2018)

Leadership Development Activity

Start with your beliefs

What do you know about great leadership? Chances are you know a lot about leadership – and most of it didn’t come from lessons, school, or management seminars. From childhood on, we attend carefully to society’s heroes and to the people in our lives who have power over us and who influence us. Over the years, we build a picture in our minds about how leaders should behave, what they should believe, what they are supposed to do, and even what they look like. Unconsciously, we develop an approach to leading others that is based on our mental models of power and leadership. Let’s look at your assumptions and examine your mental models: what do you know about great leaders?

Part 1: Inspirational Leaders
Imagine that you have the ability to travel through time and space and have a conversation with two leaders, past or present, whom you most admire. Who are they? Write their names. Under each name, write question you would like to ask him or her. Then, write the answers you would expect from each of these people. Next, write what each would say if you asked, “What makes you get a great leader?”

Part 2: The Best Leaders in My Life
Think about the people with whom, or for whom, you have worked and whom you consider to be great leaders. Write the names of several people who have brought out the best in you. Next to each name, list the qualities, characteristics, and attitudes that you believe make these people great leaders. Be sure to list qualities related to the whole person: mind, body, heart, and spirit. What similarities do you notice among these people?

Part 3: Interpreting Your Personal Model of Leadership
If we were to zoom in and analyze your descriptions of the good leaders you have known, it would be clear that you know a lot about leadership. Your knowledge about what works amounts to common wisdom – wisdom you have learned. And a surprising amount of what you know about great leadership is supported by research. In fact, let’s take this activity one step further. Review the list of qualities that you have seen in the best leaders you know.

**WEEK 3: PATH GOAL & LEADER MEMBER EXCHANGE: TRANSACTIONAL, AUTHORITATIVE, RATIONAL THEORY & MANAGEMENT VERSUS LEADERSHIP**

**Dates:** Sept 9 – Sept 15

**Guidance:** As the industrial era declined, so too did the believe in using the scientific approach. Expansion in thinking beyond one best way, resulted in accepting comparable but more complicated precedents. Transactional, authoritative, and rational approaches to leading surfaced. Transactional leadership was still management focused but additional latitude was given to external factors such as supervisors, group performance, rewards and punishments. Authoritarian leadership, with its top down controlled approach to policy, procedures, and goals even thought highly directive, also recognized the leader as having the jurisdiction to develop a vision and to formally motivate others. There was an expansion into distinguishing when and where directive, supportive, participative, achievement-oriented leadership should occur, and the follower became an entity in the leadership equation. An important question began to arise: Is there a different between leading and managing?

Peter Drucker, the inventor of the concepts, management by objectives and self-control, contributed to the philosophical and practical applications of the post Taylor-industrial business corporation and discoursed widely on the field of management and is considered a true management philosopher. His thinking would forever change how the western hemisphere viewed leading and managing. In his 1986 book, *Management Tasks Responsibilities Practices* he describes among nearly 40 topics, how management had emerged by the last 1980s, notes some lessons from what at the time, and examined the answer to the question, “What makes a manager?”

The “Father of the Nuclear Navy,” Admiral Hyman Rickover, a Cold War military leader, is one of the best examples of a leader who approached his responsibilities in a transactional manner and depended exclusively on authorities and path goal relationships. In a career spanning three decades, he controlled the original development of naval nuclear propulsion and its operations as director of Naval Reactors. Under his guidance, the United States produced 200 nuclear-powered submarines, and 23 nuclear powered aircraft carriers and cruisers.

Senator Joseph McCarthy became one of the most visible public faces in the US during the Cold War through his ability to fuel fears of widespread Communist conspirators. His tactics for “uncovering subversives” included posturing, use of formal paths of authority, creating rules and political committees to support his beliefs and utilizing legal and procedural frameworks to promote his programs as well as managing external systems such as the media to expand the promotion of his ideas. Both McCarthy and Rickover used transactions tactics. Yet, these two leaders, one a public official and the other a technocrat...
achieved entirely different results with their use of authoritative rationality. On the other hand, their similarity was that both built empires that were difficult to terminate.

Why was path goal theory an important addition to leadership theory? Why should there be a discussion on the differences between leading and managing? Are they really that different? In what environments might transactional and authoritative leadership take precedence? What are some of the positive and negative impacts that can arise for leaders that gravitate toward an authoritative, transactional style? How do transactional visions impact followers? Can the concept of a rational society be achieved? What leaders would be attracted to such a notion? What does the documentary show regarding the application of transactional thinking? As leaders, how do McCarthy and Rickover face the threat of a Cold War environment? Why would it be difficult to deconstruct a rationally based, transactional, authoritative system such as those established by Rickover and McCarthy? At what point might rational leadership, rational thinking and ‘isms’ become a nuisance? Does it seem that it is more difficult to terminate a transactional, authoritative leader than a transformational leader? Have you ever had leadership responsibilities in a program, project, or technical environment? How do these environments necessitate the use of authority and transactions?

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<tr>
<td>Hyman Rickover Admiral United States Navy 1900 - 1986</td>
<td>Hyman Rickover, Where There is No Vision, The People Perish – Fusion: <em>Science Technology Economics Politics</em>: Vol 7 No. 4 – July (pgs. 8 – 16)</td>
<td>Transactional leadership, vision in a transactional setting</td>
</tr>
<tr>
<td>Hyman Rickover Admiral United States Navy 1900 - 1986</td>
<td>Robert Zubrin, How Admiral Rickover Created America’s Nuclear Naval Force (pgs 58 – 61)</td>
<td>Organizational development using transactional approach</td>
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Leadership: Theory and Practice
Path Goal Theory: Pgs 113 - 136
Directive, supportive, participative, achievement oriented leadership, the follower

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, September 15, 2018)
- Leadership Development Activity (Due by Saturday, September 15, 2018)

Leadership Development Activity
The Best and Worst Leaders

Part 1
Best Leaders: List the leaders, bosses, or managers who brought out the best in you. Write some notes about how each person typically acted and his or her impact on you and others.

Worst Leaders: List a few people whom you have known or worked for and who epitomize bad leadership – people who caused you and others to shut down, underperform, or even fail. Write some notes about how each person typically acted and his or her impact on you and others.

Part 2
Write some notes about what these people (good and bad) typically said or did. How did they make you and others feel?

Now write a few words about how each of these people affected you. What was the impact, and what were long and short-term consequences for you? Write a few notes about how you believe these people affected their teams, organizations, or communities.

What conclusions can you draw from your notes? What do you think was motivating the people in your “Best Leaders” category? Your “Worst Leaders” category? Try to get beyond the feelings they engendered in you. What connections can you make between leadership behavior and performance?

WEEK 4: SITUATIONAL AND TEAM LEADERSHIP
Dates: Sept 16 – Sept 22

Guidance: As industrial production matured and functional processes for creating products were being replaced by just-in-time manufacturing and the philosophy of the propositions for industrial success developed by William Edwards Deming (quality, service, product testing and thinking globally) new
organizational cultures began to emerge. Transactional and authoritative leadership would eventually become merely one of many means to approaching industrial problems.

A major change occurred during the mid-1970s when Paul Hersey and Ken Blanchard suggested that there was no single best way to lead, and the due, both consultants and academics, proposed that being an effective leader required the adaptation of a style to the maturity level of followers and consideration for the level of complexity of duties. Situations mattered and leaders needed to rely on a set of approaches to apply to the variety of circumstances they faced. Studies also began to proliferate on leading teams. There was a curiosity evolving regarding the differences between a team and a group, team composition and team life cycles.

From the Heroic Age of Antarctic Exploration, the story of Sir Ernest Henry Shackleton, the polar explorer who led three British expeditions to the Antarctic, presents an unparalleled look into situational and team leadership at its best. Numerous links to situational and team theory can be found in the story of Shackleton’s Imperial Trans Antarctic Expedition (1914 – 1917) when the ship, Endurance, became trapped in pack ice.

Emperor Genghis Khan makes for an interesting comparison to Shackleton relative to team and situational leadership. Khan came to power by uniting nomadic tribes in Northeast Asia and effectively led the conquest of most of Eurasia. He decreed the adoption of a common Mongol script, practiced meritocracy, encouraged religious tolerance and through expanding and overseeing the infrastructure of the Silk Road, brought communication and trade from Northeast Asia into Muslim Southwest Asia and Christian Europe.

To be a situational leader, what competencies are essential? What are some of the weaknesses of situational leadership? In the story of Shackleton, how are task relevancy, follower maturity, no one best way, team dynamics utilized in the positive outcome of the polar exploration? How and why is Shackleton unique? How and why would you consider his team to be unique? What if Shackleton had been a proponent of scientific management? How do a leader’s high expectations create positive and negative relationships among team members? Why is this group self-motivated? Are crises more motivational than other situations for leaders and teams? What can you learn from Shackleton’s actions? How rare are leaders that can jettison earlier standards of success and redefine their purpose and plans? Both Genghis Khan and Shackleton are examples of leaders who are able to unite diverse parties but they have differences. How are they different? How are manipulation and power components of being a situational leader? At what point are manipulation and power digressive tools in situational leadership? What is the difference between leading a small team and a nation? Are you comfortable with using a situational approach?

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| Ernest Shackleton           | Ernest Shackleton Documentary on Endurance (1 hour 37 minutes)
  (1874 – 1922)                | Leadership and task relevancy, followers, team building, roles, leadership vision         |
| Ernest Shackleton (1874 – 1922) and | Fioravante, P. L. (2013). An effective leadership revelation–Blending dark side and positivist | Traits, styles, failure and ‘success causals’                  |
Leadership Development Activity

Name Those Feelings

Imagine you are at work. Think about something that happened recently that caused you to feel strong emotions. Bring the entire situation to mind vividly, including who was there and specifically what was said and done. Bring yourself back to that moment, to the point that you are feeling the emotions you felt at the time.

What words describe your feelings? Do not analyze or interpret, just name them. At first, you might notice that the words you choose to name your feelings are simple, not nuanced. For example, you may describe your feelings with words like “Stressed,” or “Pressed,” or “Happy.” Push yourself to choose words that describe your feeling exactly, rather than generally. For example, “Stressed” becomes “Frustrated and a little bit anxious,” “Happy” becomes “Happy and proud of myself” or “Grateful to my team.”

What part(s) of your body responds to these emotions? (Note: if you are not sure, check some common “hot spots”: stomach, chest, throat, skin temperature/flush, facial muscles.)

Now, consider why you felt the way you did in this situation. Go beyond the obvious reasons and generate two or three deeper explanations (e.g., instead of “My boss and I don’t get along,” it might be, “My boss disrespects me and my people. He has no idea that this project represents years of blood, sweat, and tears,” or, “She betrayed my trust”).

Week 5: Adaptive Leadership

Dates: Sept 23 – Sept 29

Guidance: From the last two decades of the 20th century to the present, emphasis in leader theory has been primarily on behavioral elements of leading. On the rise are the themes of thought leadership, change leadership, flexibility, dealing with networked complexities and chaos and adaptation.

Evolving from situational leadership, the underlying philosophy of adaptive leadership is not new. Roots of the approach can be linked to the 500 BC writings of Law Tzu’s Tao Te Ching – a fundamental text for the philosophy and religion of Taoism – that states when the best leader is done, the people will say they did it themselves. Other links to adaptive leadership are Robert K. Greenleaf’s servant leadership, and Harvard professor and medical doctor, Ronald Heifetz’s contemplations about adaptive and distributive leadership.
Steve Jobs and Steve Wozniak, co-founders of Apple Computer, both exhibit adaptive leader profiles but for different reasons and in different ways. How are they adaptive? How outlandish is a leader that thinks they can out a ding in the universe? Consider Wozniak, the engineering genius and Jobs, the corporate executive – What are both leaders’ viewpoints on handling complexity and chaos? What type of organization is essential to Job’s success? How is the Apple organization different from most other technology companies? What type of environment is conducive to Wozniak’s success? What type of leaders are attracted to adaptive environments? Why is “why?” not a common starting place for most leaders? How does answering ‘why?’ lead to greater flexibility personally and organizationally? Where are the seven streams of theory in evidence? Adaptive leadership is popular in the medical community. Why do you think this is the norm? How is entrepreneurial spirit essential to leading in adaptive environments? What are some of the negative personality characteristics of adaptive leaders? Do you believe adaptive leading will only work in the business and industry sector? Why or why not? How comfortable are you with non-linearity? Do you exhibit adaptive tendencies?

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<tr>
<td>Academician (1951 - )</td>
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<tr>
<td>Adaptive Theory</td>
<td>Roselinde Torres, Martin Reeves, Claire Love, Boston Consulting Group Perspectives, <em>Adaptive Leadership</em></td>
<td>Dimensions of theory</td>
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<tr>
<td>Simon Sinek</td>
<td>Simon Sinek, Starting with Why – In Las Vegas <a href="https://www.youtube.com/watch?v=MNSAolUgFYQ">https://www.youtube.com/watch?v=MNSAolUgFYQ</a></td>
<td>Why</td>
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<td>(1973 - )</td>
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<td>Steve Jobs</td>
<td>Mary Raum, Steve Jobs: From Lumbini to Kushinagar, United States Naval War College (2013)</td>
<td>Personal leadership growth and change</td>
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<td>(1955 – 2011)</td>
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<td>Steve Jobs</td>
<td>Walter Isaacson, <em>The Real Leadership Lessons of Steve Jobs</em></td>
<td>Stay hungry, combine humanity with science, know big picture and details, face-to-face, only A players, perfection, impute, product before profit, bend reality</td>
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<td>(1955 – 2011)</td>
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Leadership Development Activity

Am I a Resonant Leader?

Resonance is a powerful collective energy that reverberates among people and supports higher productivity, creativity, a sense of unity, a sense of purpose, and better results. The opposite of resonance is dissonance. Dissonant environments are marked by negative emotions like fear, anger, anxiety, pessimism, and often extreme individualism.

Whether they know it or not, leaders who create dissonant environments frequently drive people toward antagonism, hostility, and alienation. These leaders create a toxic work environment in which people feel self-protective and consequently perform poorly. Dissonant leaders are often commanding and use top-down or micromanaging approaches. They focus relentlessly on details and immediate results, to the exclusion of nearly everything else. And, even though these leaders may be effective in the short run, in the long run they wreak havoc on the emotional climate, strangle individual potential, and drive overall results down.

Resonant leaders manage negative emotions, using them carefully, consciously, and appropriately. As importantly, the leaders use their positive emotions to renew themselves and to create positive relationships and a healthy, vibrant environment. Because they expect and get results, resonant leaders leave their people and organizations stronger and readier to face the future.

I want you to consider the degree to which you create resonance and how you do it.

If you are wondering if you are a resonant leader, ask yourself these questions:

Am I inspirational? How do I inspire people?

Do I create an overall positive emotional tone that is characterized by hope? How?

Am I in touch with others? Do I really know what is in others’ hearts and on their minds? How do I show this?

Do I regularly experience and demonstrate compassion? How?

Am I authentic and in tune with myself, others, and the environment? How can people see this in me?

Resonant leadership is common sense, but it is not common practice. This is probably because most of us operate on false assumptions about what it takes to be a great leader – including the myths that good leaders should be able to take the heat, that emotions don’t matter, and that intellectual prowess will carry the day.

Personality Exercise 1

Big Five Factor Markers
The consensus in academic psychology is that there are five fundamental personality traits. This model is assumed in most personality research and is the basis of many of the most well regarded tests employed by psychologists who maintain close connections with academia. The “big five” tend to not be popular in consumer-focused personality assessment or self-help because to many people the feedback of the model seems relatively basic. This test uses public domain scales from the International Personality Item Pool. 

https://openpsychometrics.org/tests/Ipip-bffm/

**WEEK 6: SERVANT AND TRANSFORMATIONAL LEADERSHIP**

**Dates: Sept 30 – Oct 6**

**Guidance:** Transformational leadership is often associated with the writings of presidential biographer, James MacGregor Burns. Burns’ definition in part states, that this type of leadership exists when “leaders and followers make each other advance to a higher level of morality and motivation.” It is through the strength of their vision and personality, that transformational leaders are able to inspire followers to change expectations, perceptions, and motivations while working towards common goals. Unlike the transactional approach, transformational leading is not based on a “give and take” relationship, but on a leader’s personality traits and ability to make change happen through example, articulation of an energizing vision and challenging goals. Five major traits have been identified as contributing to being a transformational leader: extroversion, neuroticism, openness to experience and conscientiousness.

Servant leadership evolved from the thinking of Robert Greenleaf as an opposing viewpoint to the thinking of traditional leadership which emphasized the accumulation and exercising of power by the higher level individuals in a system. In two early 1970s essays, “The Servant as Leader” and “The Institution as Servant,” Greenleaf noted that a servant is sharply different from being a leader because of their need to moderate an unusual power drive or acquire material possessions. This idea about leading also has roots in the Tao Te Ching as well as thoughts found in many religious texts.

Mother Teresa, Mahatma Gandhi, Dr. Martin Luther King, Jr., and Nelson Mandela are presented as examples of servant and transformational leaders. What are the situations in which each of these leaders find themselves? Why are servant and transformational leaders more common in religious, voluntary, and political environments? Why do you think there are fewer of these types of leaders in the business sector? Were Steve Jobs and Steve Wozniak servant or transformational leaders? Do you believe servant leadership is a form of non-leadership? Why or why not? Would servant leadership be appropriate in all systems? Why or why not? What roles do followers play in allowing a person to attain the title of servant or transformational leader? Do you exhibit any servant qualities? Where do they come from?

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Dr. Martin Luther King, Jr.


Nelson Mandela


https://www.youtube.com/watch?v=Q-auu1DYf4M

Nobel Lecture by Nelson Mandela (1993)  
https://www.nobelprize.org/mediaplayer/index.php?id=1855

Mother Teresa of Calcutta

Mother Teresa: Hell’s Angel Documentary  
https://www.youtube.com/watch?v=eqnMhou_Nm0

Nobel Prize Acceptance Speech  
https://www.youtube.com/watch?v=I36Nistc9wE

Leadership: Theory and Practice - Northouse

Transformational Leadership (pgs. 161 – 191); Servant Leadership (pgs. 225 – 256)

**Leadership Development Activity**

*Taking Stock*

Building Mindfulness Through a Personal Inventory

What activities do I consider of greatest worth in my life?

What activities do I consider of greatest worth in my work?

What am I currently doing in my life that I like?

What am I currently doing in my work that I like?

What am I currently doing in my life that I don’t like?

What am I currently doing in my work that I don’t like?

**WEEK 7: THE 21ST CENTURY: PSYCHODYNAMIC LEADERSHIP, COGNITIVE MODELS, SEEDS OF BEHAVIORALISM**

Dates: Oct 7 – Oct 13

**Guidance:** Last week concluded the part of the course which emphasized several major schools of thought on leadership. The 21st Century is seeing an increased emphasis in the application of science to
behavioral leader study. Of special interest are the field of cerebral biology, limbic and cognitive functions and the concept of cardiac and enteric brains. Particularly noticeable is the rise in interest regarding the brain body connection, nonverbal communication, our underlying emotional abilities and leadership consciousness. Prior interest in observable behaviors without scientific proofs can be linked to the 1940s and 1950s behavioral studies that occurred at the University of Michigan and Ohio State University. A primary objective of these studies was to systematically identify a set of leadership principles, styles and critical behavioral characteristics for effective leadership.

What did the Michigan and Ohio studies show? How are they linked to 21st century ideas of leader behavior? Is using science to describe and define leadership just a more modern version of scientific management? What are some ethical issues that might be allied with this sort of study? How can the managerial grid be utilized in today’s context of mind body connectivity? What will happen if leaders decision making qualities can be scientifically explained and justified? How probable is it that the mind body connection will be seen as an essential component of a leader’s talent menu in the future? What are your impressions of movement profiling? Are these new ideas merely pseudo-science?

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<th>Who or What</th>
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<th>Ideas Theoretical Concepts</th>
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<tbody>
<tr>
<td>The History of Movement Pattern Analysis</td>
<td>Janet Kaylo, <em>The History of Movement Pattern Analysis</em> (September 2007) – 5 pgs</td>
<td>Industrialization and nonverbal communication</td>
</tr>
<tr>
<td>Leadership and Neuroscience</td>
<td>David A. Waldman, Pierre A. Balthazard and Suzanne J. Peterson, <em>Academy of Management Perspectives</em>, Leadership and Neuroscience: Can We Revolutionize the Way That Inspirational Leaders are Identified and Developed? (15 pgs)</td>
<td>Leadership development, neuroscientific interventions</td>
</tr>
<tr>
<td>Leadership and Neuroscience</td>
<td>Grant Soosalu and Marvin Oka, <em>Neuroscience and the Three Brains of Leadership</em> (10 pgs)</td>
<td>Leadership consciousness and wisdom, generative leadership, cardiac and enteric brains</td>
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<tr>
<td>Leadership Theory Northouse</td>
<td>Leadership Behavior (pgs 71 – 91) – Case Studies not required.</td>
<td>Ohio and Michigan studies, managerial grid, paternalism, materialism, opportunism</td>
</tr>
</tbody>
</table>

**Leadership Development Activity**

*Mindful Change*

Consider your life and answer these questions:

What do you want more of in your life and what do you want less of? Do you need to simplify or intensify? If so, in which area of your life? If you really want to chart a path to personal balance, what must you do?

What change in limiting belief will help you progress toward the achievement of greater balance? Examples of limiting beliefs: “I don’t have time to exercise every day,” or, “I just can’t reconcile with my brother. He won’t let me.”

What must you give up, sacrifice, eliminate, or let go of in order to achieve the balance you want?

**WEEK 8: CULTURE AND LEADING**

**Dates: Oct 14 – Oct 20**

**Guidance:** Shaping a culture is a formidable task since many of the valuable qualities a leader might have to utilize to be successful, are not necessarily taught in a classroom setting but are acquired through life experience. Emotional maturity, authenticity, and a strong character are all essential if leadership in a culture-driven company is to be effective.

Why is culture an important factor for leaders to comprehend and understand? What are some micro and macro elements of culture? What is ethnocentrism? How are the following factors relevant to you as a leader? Prejudice, uncertainty avoidance, power distance, institutional collectivism, in group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, humane orientation, world values and global clusters. What are some differences between organizational culture and societal
Culture? How would you describe your organizational, family, and ethnic cultures? What is rewarded and not rewarded in these cultures?

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<tbody>
<tr>
<td>Leadership Theory Northouse</td>
<td>Culture and Leadership (Pgs 427 – 456): Case studies not required.</td>
<td>Ethnocentrism, prejudice avoidance, power distance, institutional collectivism, in group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, human orientation, world values global clusters</td>
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**Leadership Development Activity**

*My Defensive Routines*

How I Cope with Pressure and Problems

Step 1: What do you tend to do when under pressure?

Write ‘Yes’ next to all that apply to you.

**Approach and Internalize**

- I get to work earlier and stay at work later.
- I continue to add new projects or take on more roles despite a realistic shortage of time or results.
- I constantly remind myself of my own or others’ high standards for me.
- I expect everyone to perform at my high standards.
- I can never say “no”.

**Avoid and Internalize**

- I move further inside: my office, my projects, my thoughts and concerns.
- I become detached from relationships with colleagues, friends, and family.
- I communicate less than usual and only about what I feel is essential.
- Only my mission and goals seem important.
- I don’t need input from others.
- I feel that other people just get in the way.
Approach and Externalize
- I am the only one who knows the answer.
- If anyone disagrees with me I will disregard them or make them sorry for disagreeing.
- My closest friends and advisers always agree with me.
- I never waver on decisions.

Avoid and Externalize
- I focus on negative aspects of situations.
- I wear anger and disappointment as a badge of honor.
- I criticize or become cynical with those who want things to change or have hope.
- I blame my mood/circumstances on the situation or someone else.
- I enjoy being with like-minded people and talking about what we think is wrong.

Step 2: List the five ‘Yes’ statements that indicate your primary ways of dealing with life and work when you are stressed. These are defensive routines – they help you defend yourself from your stressors and may inhibit change. The next step will help you unravel the impact of these habits.

Step 3: List your top five defensive routines and note whether they are linked with approaching or avoiding issues or your feelings, and whether you tend to internalize or externalize your responses. Then, write some notes about how your routines affect you, people close to you, and possibly your organization.

Personality Exercise 2
Open Extended Jungian Type Scales

The system of personality types proposed by Carl Jung (1921) and later refined by C. Myers and I. M. Briggs has become an extremely widely used personality theory in self-help, business management, counselling and spiritual development contexts, but it is not commonly used in academic research where, like all type theories, it is treated skeptically. The system produces 16 personality types on the basis of four dichotomies and is the system used in the Myers Briggs Type Indicator and Keirsey Temperament Sorter instruments, among many others. The OEJS is a free and open source measure of the four dichotomies which yields an equivalent result to the usual tests.

https://openpsychometrics.org/tests/OEJTS/

WEEK 9: LEADERSHIP AND GENDER
Dates: Oct 21 – Oct 27

Guidance: Until recently, leadership positions have predominately been held by men and as such, male approaches have become stereotypes for leader success and effectiveness. There is a lack of data regarding females in leading but there is an upward trend in studies related to the differences and similarities for both. Of these studies, there are few if any consistencies in findings.

The book, Elizabeth I CEO Strategic Lessons from The Leader Who Built an Empire is used as a backdrop for discussion.

“Elizabeth Tudor, the 25 year old bastard daughter of the late King Henry VIII and Anne Boleyn, was inaugurated on January 15, 1559 at Westminster Abbey. Citizens at the time were both skeptical and optimistic of England’s future – skeptical because the island country would be
governed by a woman, yet optimistic as Elizabeth, a staunch Protestant, had potential to rid England from religious civil wars and return England back to Protestant roots. It was no easy feat governing what was referred to as at the ‘arse of the world.’ Elizabeth inherited a nation torn internally by religious dissention, runaway inflation, continual threats from Scotland, Ireland, France, and Spain and a weak army and navy.”

The Queen set out to rule by good counsel depending heavily upon a group of trusted advisors. One of her first actions was the establishment of an English Protestant church. In government, she was a moderate and during her reign, several conspiracies threatened her life, all of which were defeated with the help of her ministers’ secret service. She was cautious in foreign affairs, maneuvering between the major powers of France and Spain. England’s defeat of the Spanish Armada in 1588 associated her with one of the greatest military victories in English history.

Are men and women different as leaders? What is the difference between sex and gender? What is misogyny? Where is it prevalent in leadership today? What examples have appeared in the media recently? Why might the queen bee syndrome be a notable finding? Why are there skills and wage gaps and what are the difficulties of attaining equality in these areas? Why is integrated board membership important? Why is or isn’t Elizabeth I a good example of sex and gender issues in leadership? How did Elizabeth I deal with glass ceilings and leader labyrinths, and, what leader styles did she exhibit? How does she survive? What leader lessons relative to gender can be taken from her experiences?

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<td>Name</td>
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<tr>
<td>Queen Elizabeth I – Monarch (1533 – 1603)</td>
<td>Elizabeth – Heart of a King – Part 3 of 4 (British History Documentary) <a href="https://www.youtube.com/watch?v=JClqvThA1zU">https://www.youtube.com/watch?v=JClqvThA1zU</a></td>
<td>As a woman, can’t lead her army, distrust in the internal core, Elizabethan culture</td>
</tr>
<tr>
<td>The Spanish Armada Instance</td>
<td>“An Englishman Who Collaborated with the Spanish Armada,” The Rice Institute Pamphlet  “Queen Elizabeth I Against the Spanish Armada”: The History Place Great Speeches Collection</td>
<td></td>
</tr>
<tr>
<td>Leadership Theory Northouse</td>
<td>Gender and Leadership (pgs. 397 – 426) Case studies not required</td>
<td>Glass ceiling, leader labyrinth, gender styles</td>
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**Leadership Development Activity**

*My Noble Purpose*

Webster’s Dictionary defines *noble* as “possessing outstanding qualities, arising from superiority in mind or character.” The *Encarta Dictionary* adds, “relating to high moral principles based on high ideals or revealing excellent moral character; magnificent.” Add to that notion of *purpose*: “the reason for which something is done or made.”

What is your noble purpose? Reflect on these questions:

What impact or contribution have you made by being who you are?

What impact or contribution are you currently making?

What impact or contribution can you make?

The questions are daunting. But don’t get stuck. Open your Mind.

Step 1: Generate Possibilities

Write two or three statements about what your noble purpose could be.

1. My noble purpose could be…
2. My noble purpose could be…
3. My noble purpose could be…

Step 2: If I could, I would…

INST 660
If I could accomplish one thing in my life, it would be…

If I could make an important contribution to my work, it would be…

Something I wish I could change in my work is…

If I had the power to make any change at all in the world, it would be…

Step 3: My Noble Purpose

Review what you have written about what is most important to you. Do you notice a pattern, or one idea that comes up over and over, in different ways? Summarize this pattern or idea in a sentence or two.

My noble purpose is…

**WEEK 10: LEADERSHIP AND ETHICS**

**Dates: Oct 21 – Oct 27**

**Guidance:** As a base for discussion there are several definitions important to leadership and ethics. Included are conventional, pre-conventional and post conventional morality and the meanings of applied, rules based on utilitarian ethics. Respect, service, justness, honesty and the importance of building community are noted as significant to ethical leadership. Proposed in the reading, ‘The Bathsheba Syndrome’ are some potential antecedents to ethical failures that come about as a result of success. Groupthink, a psychological phenomenon that occurs within a group of people in which the desire for harmony or conformity results in an irrational or dysfunctional decision-making outcome is also included since many unethical situations evolve from this symptom. The notion of building a ‘fit organization is also presented as an example of how to offset the potential for unethical behaviors’.

Three codes of conduct are presented from the U.S. military, Enron, and Johnson & Johnson followed by an example of each for application of the theory presented. First is an incident a military leader faces in Iraq at the height of the insurgency in 2004. Second is the Enron Corporation which at the time of its demise was the largest bankruptcy reorganization and audit failure in the history of the U.S. Third is the handling by Johnson & Johnson, of a criminal act that resulted in death and tainted their marketability of one of their best-selling brands, Tylenol.

Why should the Bathsheba Syndrome be called the David syndrome? How are the viewpoints of pre-conventional, conventional and post conventional morality different? What are some lessons not learned after the Enron scandal and why do similar situations keep arising? How might organizational structure drive leadership failure? Why do you need to be cognizant of the downside of success? What causes groupthink? Why is groupthink a precursor to unethical behavior? What are some similarities and differences between the Army example, Tylenol and Enron? What did you learn from the perceived leader integrity scale?
|---|---|---|
Leadership Development Activity

27 Things I Want to Do Before I Die

List 27 things you would like to do or experience before you die.

What themes appear in your list?

WEEK 11: CURRENT TRENDS IN LEADERSHIP & SPECIAL TOPICS
Dates: Oct 28 – Nov 3
Guidance: It is important for leaders to keep abreast of theoretical fads and to consider potential future trends in leading. Some important areas to consider are terrorism and its impacts on leading, the concept of volatility, uncertainty, complexity, and ambiguity as a driving force in leadership environments, the Velcro organization, peer-to-peer leadership, networked leadership and the rise in interest of toxic leaders.

Do you believe the future trends presented in the Center for Creative Leadership white paper are accurate? What might be driving a spike in interest in these areas noted? Is anything missing that you think is important? What leadership trend most concerns you and why?

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<tbody>
<tr>
<td>Networked Leadership</td>
<td>Doug MacNamara, Leading in a Networked World, Leadership Compass Magazine, Issue 5, Summer/Fall 2001</td>
<td>What’s in it for me view, traditional view, self-authoring view, network view</td>
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Leadership Development Activity

*My Social Identities and Roles*

There are many aspects of who you are that are tied to the groups to which you belong, the roles you hold, and the relative importance you place on various aspects of your social identity. The beliefs we hold play a very important role in driving our behavior and our perception of others. Our beliefs arise from the
groups to which we belong (sometimes called reference groups) and the society in which we live. Our social context has an enormous impact on our beliefs, actions, self-image, and image in others’ eyes. This exercise is meant to help you clarify your social identity groups and roles and the impact they have on your perception of self. Most of the time, we take our social identities and roles more or less for granted. We don’t spend much time considering how they affect our feelings, thoughts, behaviors, and way of life. But social roles and identities, whether chose or imposed, greatly influence what we believe we can be or can accomplish in life. To fully understand ourselves, we must examine how we fit into the social fabric of our organizations, communities, and families. This is even more important for leaders, because the higher you go in an organizational structure, the more your role affects how people treat you and what they expect of you. While you may feel like a normal person, others see you as exalted, or demonic, or both. People are most likely to treat you as a role than as a person. So understanding and owning your roles allows you to manage your own expectations and to understand others’ treatment of you. This exercise will help heighten your awareness of the various social roles and identities you currently hold and to explore how they affect your own and others’ expectations and perceptions of you.

Part 1: Start the process of exploring your social identities by reflecting on the topics below. As you do so, think about which aspects of your identity are chose, which you were born with, or which you feel imposed on you. Also, consider how society’s view of your different identities affects how you think of yourself and how you behave.

*Your responses are only read by the instructor. If you feel uncomfortable sharing any of the following, feel free to type ‘Reserved for Personal Reflection’ and reflect personally.

Race:
Ethnicity:
Gender:
Religion:
Sexual Orientation:
Physical Characteristics:
Political Affiliation:
Profession:
Religion Affiliation:
Social Class:
Language(s):
Defining Physical Characteristics:
Hobby and Leisure Interests:
Birth Order:

Part 2: List as many of your social roles as you can (e.g., mother, brother, vice president, civil engineer, board member, etc.)

Part 3: How Social Identities and Roles Affect Me Now

Which roles and social identities are most important to you? Why?

How were you taught about your identities?

Are there any aspects of your identity or roles that you are interested in exploring more deeply? Which ones and why?
How was your sense of the relative importance of your various social identities changed over the course of your life? In what ways?

Have there been particular jobs or organizations that heightened your experience of your different social identities and roles? How?

**Personality Exercise 3**  
*Open DISC Assessment*

The DISC personality model is a system that divides people into four personality types. The model is promoted commercially by several different organizations for use in the workplace.

[https://openpsychometrics.org/tests/ODAT/](https://openpsychometrics.org/tests/ODAT/)

**WEEK 12 & WEEK 13: CONCLUDING DISCUSSION AND DEVELOPING A LEADERSHIP PHILOSOPHY – REFLECTING ON LEADERSHIP**

**Dates:** Nov 4 – Nov 17

**Guidance:** At this point, what does leadership mean to you? How have you been able to use the principles discussed in the course within your work or home life?

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WEEK 14 & WEEK 15: CONCLUDING DISCUSSION AND DEVELOPING A LEADERSHIP PHILOSOPHY (CONT.) – FINALIZING LEADERSHIP PHILOSOPHY
Dates: Nov 18 – Dec 8

Guidance: These weeks should be considered a course summary as well as a time for reflective pause and think about your leadership philosophy. Why does the study of leadership matter in general and in particular to you? Why does the parables of leadership still resonate nearly twenty years later? Using the content of the reading Building a Leadership Philosophy and the appendix (Developing a Philosophy of Leadership), create a thoughtful explanation of your leadership viewpoint.

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<th>What</th>
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<tr>
<td>Developing a Leadership Philosophy</td>
<td>See Appendix</td>
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“Vision, Leadership and Change,” American Institutes for Research/SEDL archive (Vision)


**Students with Disabilities**
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the instructor and Disability Support Services (314-7682), as early in the term as possible, but not later than the second week of class. Disability Support Services will verify your disability and determine reasonable accommodations for this course.

**Academic Integrity**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: [http://shc.umd.edu](http://shc.umd.edu).

**Assignments and Grading**
Your grade in this course will be based on four things:
- Discussion (25%)
- Leadership Development Activities (30%)
- Personality Exercises (25%)
- Leadership Philosophy Final (20%)
Appendix

Developing a Philosophy of Leadership

A leadership philosophy is the way we see ourselves as leaders. This philosophy guides our actions, our behaviors, and our thoughts. Our philosophies are influenced by external and internal forces. We can change who we are as leaders by simply changing our philosophy of leadership. Leadership philosophies can change as you grow to understand yourself within the context of leading.

Creating or finding your leadership philosophy means that you must explore and reflect upon your personal values, assumptions, and beliefs about leadership.

*Personal values* are qualities or characteristics that you value. You would rather leave an organization or step down as a leader than violate your values. Your values guide your intentions and they influence how you lead. When your personal values are clear and you are conscious of them, you create a solid foundation for leading.

*Assumptions* are ideas that are assumed or believed to be true. As a leader it is important to understand what assumptions fuel your leadership thinking. Often leaders are not aware of the assumptions because they are operating from certain paradigms that will not allow them to see assumptions. Reflection into one’s leadership is an excellent way to uncover assumptions.

*Beliefs* are ideas that we hold to be true; they shape our realities. If a leader believes that the only individuals in an organization that can make decisions is the management staff, then that belief will
influence how the leader treats others. Beliefs can also be unconscious; they are for us a habitual way of thinking and acting that it doesn’t cross our minds that our beliefs may be prohibiting us.

The following is an exercise to help you create, find, or define your personal philosophy of leadership.

**Exercise 1: Identifying Your Leadership Values**

From the list below, pick five core values that you feel describe and guide who you are as a leader. You may choose other values that are not on this list. Place them in the following chart and answer the questions in the matrix.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Balance</th>
<th>Creativity</th>
<th>Integrity</th>
</tr>
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<tbody>
<tr>
<td>Activity</td>
<td>Challenge</td>
<td>Diverse perspectives</td>
<td>Justice</td>
</tr>
<tr>
<td>Advancement</td>
<td>Change</td>
<td>Duty</td>
<td>Love</td>
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<tr>
<td>Adventure</td>
<td>Collaboration</td>
<td>Economic security</td>
<td>Loyalty</td>
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<td>Affiliation</td>
<td>Community</td>
<td>Friendship</td>
<td>Personal Development</td>
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<td>Affluence</td>
<td>Competency</td>
<td>Health</td>
<td>Recognition</td>
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<td>Authority</td>
<td>Competition</td>
<td>Humor</td>
<td>Self-respect</td>
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<tr>
<td>Autonomy</td>
<td>Courage</td>
<td>Harmony</td>
<td>Wisdom</td>
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</table>

Other values that you would like to include but are not on the list?

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Personal Definition of Values</th>
<th>How do you envision these values playing out in your leadership?</th>
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<tbody>
<tr>
<td>List your values here</td>
<td>List here your definition of these values here</td>
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</table>
Exercise 2: Uncovering Your Leadership Assumptions

Answer the following questions about leadership. By reflecting on these questions, you will find what assumptions are driving your leadership thinking.

1. Write down two stories of leadership. One story should describe a positive experience you’ve had with leadership and the second story should describe a time when you had a negative experience with leadership.

2. In the space below, write down your definition of leadership.

3. Using your definition of leadership, please elaborate how you first came to understand (or know) your leadership definition.

4. Describe who are the individuals or organizations that influence your leadership definition.

For each of the questions in this section, ask yourself:

1. What were my assumptions?
2. What influenced my assumptions?
3. Would others (co-workers, friends, supervisors) see the situations I described differently?

Exercise 3: Understanding Your Leadership Beliefs

Answer the following questions about leadership beliefs. By reflecting on these questions, you will find what beliefs you hold about leadership.
1. Can people who have caused others harm be leaders, e.g. Adolph Hitler?

2. Should leaders have certain qualities to be able to lead?

3. Who decides who leads?

4. How do leaders gain credibility?

5. In general, is there something good about leadership?

6. What do you think is the purpose for leadership?

7. Is leadership behavior developed through personal experiences or through external forces?

For the questions above, write down one statement for each question that best illustrates your belief about that question. For example, if you answered #6 with: The purpose of leadership is to provide vision, guidance, and bring people together for a common good. It unites people and gets them to join together for a goal, then your belief statement may be: I believe that leadership provides a vision to create a common good. Write a statement for each question. These statements will be used in combination with the other activities to create a philosophy of leadership for you.

**Exercise 4: Finalizing Your Leadership Philosophy**

Now that you’ve identified your leadership values, uncovered your leadership assumptions, and understand what beliefs guide your leadership thinking, you are now ready to write statements reflecting your leadership philosophy using the responses above. Statements about your leadership should be written in the present moment not in the future tense. Creating “present moment” statements helps you to internalize and visualize your philosophy as it is happening now, not in the future or the past.

Your leadership philosophy should be a statement that consists of your responses from the above exercise. It doesn’t have to include everything, but it should encompass the general idea of what you’ve written. It doesn’t have to be formatted in a certain way – just whatever makes sense to you. You can write one sentence statements or you can write a story explaining your philosophy. Start with an initial draft of your philosophy and write it down. Revise it as often as you need. Remember, your philosophy can change depending on where you are at with your leadership.

After you’ve finished, type out your philosophy on a nice sheet of paper and frame it. Add pictures or artwork to your philosophy. Place it in an area where you will see it all the time; this will serve as a
reminder to you to remain true to your leadership. The following is a sample philosophy statement consisting of one sentence statements. Remember, you can write your philosophy in any way that makes sense to you.