

# **INTRODUCTION TO LEADERSHIP STUDIES**

LDSP 1000

Fall 2021

Classroom: Rawl Building & Annex, Room 130  
Class time: Mon, Wed, & Fri, 11 to 11:50 a.m.  
Office hours: Mon & Wed, 3:30 to 4:30 p.m., and  
Tue & Thurs, 9 to 11 a.m. (virtual)

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*“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”* – John Quincy Adams

*“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”* – Maya Angelou

## **COURSE OVERVIEW AND LEARNING OBJECTIVES**

This course provides an introductory overview of the theoretical perspectives and foundational concepts of leadership. Specifically, the course examines the traits, skills, styles, and approaches of leadership. By the end of the course, you should be able to identify and to describe various leadership theories and concepts; analyze the strengths and weaknesses of various leaders; and apply leadership principles to specific case studies and situations. As you progress through the semester, try to remember that in the absence of leadership, organizations, businesses, governments, and other important societal institutions cannot perform efficiently or effectively. Leadership, therefore, is critical to society’s well-being. The ability to lead others is also something that employers and others in positions of authority value highly in an increasingly competitive world. Effective and ethical leadership, however, often seems in short supply as scandals and corruption in politics and the business world too often illustrate. It is the goal of this course to help you understand and gain the knowledge necessary to be a leader who can not only navigate through today’s global marketplace, but more importantly, can shape and influence society for the better.

## **COURSE STRUCTURE**

Classes begin with a lecture on the topic listed in the course outline. You should come to class prepared to ask questions and to participate in class discussions. Keeping up with the assigned weekly readings and attending class regularly throughout the semester will allow for more informed classroom dialogue and for more interesting debates, as well as improve your ability to contribute to and learn from the class interactions. To incorporate visual learning in the classroom, and to help generate additional thought on the subjects covered in the course, I often show video material in class. This includes televised news footage of various historical events, documentaries, and political films. On occasion, I may select documentaries and films that have an “R” rating. Please see me if you have any moral, religious, political, or other objections to viewing documentaries or films with an “R” rating.

## REQUIRED READINGS

(1) *Leadership: Theory and Practice*, 9<sup>th</sup> ed., Peter G. Northouse (Sage, 2022) and (2) selected readings on Canvas. Please purchase the digital version of the textbook. There are online exercises that will be extremely helpful in your study preparation for exams. To purchase the digital version of the textbook and register for Sage Vantage, please visit this link for instructions: <https://www.youtube.com/watch?v=w0n2LdABw90>. The link for our course is: <https://vantage.sagepub.com/FRANCI-4704/JoinCourse>. If you experience any difficulties, please call the publisher, Sage Publications, at 1-800-818-7243 ext. 7080.

## OPTIONAL READING

*Leaders Eat Last: Why Some Teams Pull Together and Others Don't*, S. Sinek (Penguin Press, 2014).

## EVALUATION

Your final grade in the course will be based on your performance on four exams. The weight assigned to each is:

- (1) Exam 1 on September 20 = 20% of your overall grade.
- (2) Exam 2 on October 15 = 30% of your overall grade.
- (3) Exam 3 on November 22 = 20% of your overall grade.
- (4) Exam 4 on December 10 = 30% of your overall grade.

Course averages will be converted to letter grades using the scale below:

Course Average	Grade	Course Average	Grade
93 and above =	A	73 to 76 =	C
90 to 92 =	A-	70 to 72 =	C-
87 to 89 =	B+	67 to 69 =	D+
83 to 86 =	B	63 to 66 =	D
80 to 82 =	B-	60 to 62 =	D-
77 to 79 =	C+	Below 60 =	F

## EXTRA CREDIT

Extra credit will be awarded for completing the online assignments that are a part of the digital version of your textbook (Sage Vantage). There are 14 chapters with assignments. Each chapter has a deadline that corresponds to when we cover the material in class. Please review these deadlines in the Sage Vantage system. I will award one extra point on the final exam for each chapter that is fully completed by the deadline. Put another way, full completion of all 14 chapter assignments equals 14 points; full completion of 13 chapter assignments earns 13 points; and so forth.

## EXAM RULES AND POLICIES

Failure to be present for any of the scheduled exams will result in an automatic "0." On all exam dates, please come prepared with a bubble sheet and a pencil. If you cannot attend the exam, you must contact me at least 30 minutes before I have administered the test. I will grant a make-up exam only for circumstances that I deem extraordinary or for circumstances that meet university guidelines. If you miss the exam because of an illness, you are still required to contact me before the exam. You must also present me with proper verification (see below).

## CLASS ATTENDANCE AND PARTICIPATION

Class attendance is an essential part of success in this course. There will be exam questions based specifically on the material that I discuss in my lectures and on the video material that I show in class. Coming to class also exposes you to questions that other students ask. This often helps in clarifying any challenging concepts from the course material. Finally, attending class will heighten your interest in the course material. The textbook and the online exercises are certainly beneficial to your learning, but they are unlikely to excite you about the course material in the same way that the classroom environment can. As added incentive for attending class, students who are active participants during class discussions will receive a bonus point added to their overall course grade. On occasion, I will have “extra credit” days that provide bonus points on exams for class attendance. In the event of a COVID-19 outbreak, class may be moved to an online format for up to two weeks (see below for more information). I will provide details via e-mail and Canvas on exactly how we will proceed if that occurs. If you have poor internet access, please contact me within 48 hours of the announcement of the online move to work out a plan for you to receive the material for the course.

## UNIVERSITY HEALTH AND SAFETY GUIDELINES

As stated in ECU’s [Community Expectations](#), please observe the following class policies related to health and safety:

- All students are required to comply with the [University Regulation on Face Coverings](#). No student will be allowed into the classroom without a face covering or mask worn properly over both the mouth and nose. You must wear a face covering properly the entire time you are in class.
- If you do not have access to a face covering, you may obtain a mask from the Dowdy Student Store, Pirate Pantry, or another provider of masks.
- Maintain appropriate social distancing in hallways and common spaces prior to and after class, and maintain as much space as possible in the classroom.
- Follow all posted signage related to entry, exit and pedestrian flow within classroom buildings.
- Conduct a daily health screening using the CDC’s [COVID-19 symptoms](#) list. Do NOT attend class if you answer “yes” to any item on the list or if you are experiencing symptoms of any illness.

In the case of a COVID-19 outbreak affecting our classroom, we will transition to online delivery for up to two weeks for your safety. Health officials may need to contact you by phone to help them monitor public health conditions. Please ensure [your phone number is up to date in PiratePort](#). After this period of up to two weeks, we will resume on campus in-class activities. The temporary move to online course delivery will not affect the due dates for exams, quizzes, assignments, or any other form of assessment. If the course schedule requires adjustment, I will notify you through e-mail and Canvas. I also will provide all necessary course materials, including my lectures (in Power Point slides), on Canvas.

## EXCUSED ABSENCES AND VERIFICATION

I will excuse absences, including those on exam dates, for the following reasons: (1) participation in an authorized activity as an official representative of the university (this includes athletic events, university-sponsored performances, or academic conferences); (2) participation in other activities deemed by the Dean of Students to warrant an excused absence; (3) an extreme personal emergency; (4) the death of an immediate family member; (5) participation in a religious holiday; and (6) health reasons such as an incapacitating or contagious illness or unavoidable surgery. If your absence meets any of the criteria mentioned above, I will need you to present me with some form of verification no later than one week after the absence if you wish to have your absence excused. Some acceptable forms of verification include the following: a note from Student Health Services; a note from a doctor or medical office; an obituary; or official documentation from the athletic department indicating your travel schedule.

## ACADEMIC INTEGRITY

Academic integrity is the cornerstone value of the intellectual community at East Carolina University. Academic integrity is required for all students to derive optimal benefits from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. ECU students are responsible for promoting academic integrity within the ECU community by upholding integrity in their own work and by reporting any suspected violation. A student knowing of circumstances in which an Academic Integrity Violation (AIV) may have occurred (or is likely to occur) should bring this knowledge to my attention. An AIV is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited, to the following:

**Cheating:** Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

**Plagiarism:** Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.

**Falsification/Fabrication:** The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected Academic Integrity Violation.

**Multiple Submission:** The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.

**Violation Assistance:** Knowingly helping or attempting to help someone else in an act that constitutes an Academic Integrity Violation.

**Violation Attempts:** Attempting any act that, if completed, would constitute an Academic Integrity Violation as defined herein.

If I believe there is a violation of the Academic Integrity Policy, I will follow the process found at <https://osrr.ecu.edu/>. Additional information regarding the policy may be found at <http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf>.

## **CLASSROOM RULES**

The classroom is a learning environment. I expect all students to observe some basic rules of courtesy and respect, which include the following: (1) arrive to class on time and do not leave before class is dismissed; (2) do not pack up your things early; it is disruptive to others around you; (3) turn off cell phones and keep them away during class; (4) no laptop use during video screenings; (5) no reading the newspaper or listening to music through headphones during class; (6) no sleeping during class; (7) no carrying on private conversations with others in the classroom while someone else is speaking; and (8) please be courteous to your classmates and respectful of your fellow students' views, comments, and questions. Classroom discussion is meant to allow us to hear a variety of viewpoints, and this can only happen if we respect each other and our differences. Failure to follow these rules will negatively affect your class attendance grade.

## **E-MAIL**

E-mail is a valuable tool for me to communicate announcements and information to the entire class. Please check your ECU e-mail regularly. E-mail is also a good way for you to contact me. Please feel free to use e-mail to set up one-on-one meetings with me if my office hours conflict with your schedule. If you have specific questions about the course material, I am happy to answer them through e-mail; however, I encourage you to set up a one-on-one meeting with me if you are having general difficulty with your understanding of the course material. I am also happy to answer any specific questions concerning academic or career advising through e-mail, but again I would encourage you to set up a one-on-one meeting with me if you need more general academic or career advice. Please do not use e-mail to request information already listed in the syllabus, such as an exam date or the weight assigned to a specific exam.

## **APPOINTMENTS**

My office hours are listed on the first page of this syllabus. If you cannot meet with me during my office hours, please see me after class or contact me by telephone or e-mail to schedule an appointment. Typically, I work from my main office, Brewster A-101; however, on some occasions, I may be working from my office at the Center for Survey Research in Brewster D-303.

## **INFORMATION ABOUT UNIVERSITY CLOSINGS**

If you have questions about a possible school closing due to severe weather or other reasons, please call the University Emergency Telephone Number at 252-328-0062 or visit the ECU emergency alert website (<http://www.ecu.edu/alert>). In the event that the university has not canceled classes, but you commute to campus from a considerable distance and believe driving conditions may be hazardous, please contact me and I will consider excusing your absence.

## **DISABILITY SERVICES**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138. For additional information, please review ECU's policy on accommodation requests at <https://accessibility.ecu.edu/students/dss-guidelines/#AccommodationRequests> or call 252-737-1016. Additional DSS student resources can be found at <https://accessibility.ecu.edu/students>.

## COURSE OUTLINE

### **Week 1. The Study and Conceptualization of Leadership**

August 23. Course overview and the study of leadership

August 25. Conceptualizing leadership

August 27. Milgram experiment / Power and leadership

\* Required reading for Week 1: Northouse, "Introduction" (Chapter 1), and Canvas reading, "Milgram experiment"

### **Week 2. Why We Have Leaders and the Trait Approach**

August 30. Why we have leaders

September 1. Overview of the trait approach to studying leadership

September 3. Case study: Robert Kennedy and the 1968 Democratic convention

\* Required reading for Week 2: Northouse, "Trait Approach" (Chapter 2) and Canvas readings, "Why We Have Leaders" and "Robert Kennedy and the 1968 Democratic convention"

### **Week 3. Strengths-Based Leadership and Positive Psychology**

September 6. NO CLASS (State holiday)

September 8. Strengths-based leadership and positive psychology

September 10. Case study: Jim Valvano

\* Required reading for Week 3: Canvas readings, "Engaging People's Strengths" and "Jim Valvano"

### **Week 4. Skills Approach**

September 13. Screening: *Survive and Advance*

September 15. Overview of the skills approach to studying leadership

September 17. Assessing and applying the skills approach of leadership

\* Required reading for Week 4: Northouse, "Skills Approach" (Chapter 3)

### **Week 5. Leadership Styles**

September 20. EXAM 1 (covers all material from weeks 1-4)

September 22. Overview of the style (behavioral) approach to leadership

September 24. Assessing and applying the style (behavioral) approach of leadership

\* Required reading for Week 5: Northouse, "Behavioral Approach" (Chapter 4)

### **Week 6. Situational Leadership**

September 27. Overview of the situational approach to leadership

September 29. Assessing and applying the situational approach of leadership

October 1. Case study: Herb Brooks and the 1980 U.S. hockey team

\* Required reading for Week 6: Northouse, "Situational Approach" (Chapter 5)

## **Week 7. Contingency and Path-Goal Theory**

October 4. Overview of contingency theory

October 6. Overview of path-goal theory

October 8. Assessing and applying contingency and path-goal theories of leadership

\* Required reading for Week 7: Northouse, “Path-Goal Theory” (Chapter 6) and Canvas reading, “Contingency Theory”

## **Week 8. Adaptive Leadership**

October 11. NO CLASS (Fall break)

October 13. Adaptive leadership

October 15. EXAM 2 (covers all material from weeks 1-8)

\* Required reading for Week 8: Northouse, “Adaptive Leadership” (Chapter 11)

## **Week 9. Women and Leadership**

October 18. Evolution of public opinion towards women in leadership positions

October 20. Gender and leadership styles

October 22. Past, present, and future of women in leadership

\* Required reading for Week 9: Northouse, “Gender and Leadership” (Chapter 14) and Canvas reading, “Women’s Struggle for Political Rights”

## **Week 10. Transformational Leadership**

October 25. Overview of transformational leadership

October 27. Case study: Mohandas Gandhi

October 29. Applying leadership theory to Mohandas Gandhi

\* Required reading for Week 10: Northouse, “Transformational Leadership” (Chapter 8) and Canvas reading, “Gandhi”

## **Week 11. Leadership and Ethics**

November 1. Ethical approaches to leadership

November 3. Kohlberg’s moral stages of development

November 5. Business and leadership: profit and social responsibility

\* Required reading for Week 11: Northouse, “Leadership Ethics” (Chapter 15) and Canvas readings, “Increase Profits” and “Shared Struggle”

## **Week 12. Servant Leadership in Film**

November 8. Overview of servant leadership

November 10. Screening: *It’s a Wonderful Life*

November 12. Screening: *It’s a Wonderful Life*

\* Required reading for Week 12: Northouse, “Servant Leadership” (Chapter 10) and Canvas reading, “Step 12”

### **Week 13. Authentic Leadership**

November 15. Overview of authentic leadership

November 17. Case study: Richard Nixon and the Watergate scandal

November 19. Applying leadership theory to Richard Nixon

Required reading for Week 13: Northouse, “Authentic Leadership” (Chapter 9) and Canvas readings, “True North” and “Nixon and Watergate”

### **Week 14. Exam and Thanksgiving Break**

November 22. EXAM 3 (covers all material from weeks 9-13)

November 24. NO CLASS (State holiday)

November 26. NO CLASS (State holiday)

### **Week 15. Inclusive Leadership and Team Leadership**

November 29. Overview of inclusive leadership

December 1. Prejudice and the creative self

December 3. Overview of team leadership

Required reading for Week 15: Northouse, “Inclusive Leadership” (Chapter 12) and “Team Leadership” (Chapter 16)

### **Week 16. Levels of Leadership**

December 6. Progressing through levels of leadership

Required reading for Week 16: Canvas reading, “The Five Levels of Leadership”

**FINAL EXAM.** December 10. The final exam covers the material listed from weeks 9-16. It is scheduled from 11:00 a.m. to 1:30 p.m. in Rawl Building & Annex, Room 130.