

LEAD 8305: Leadership Theory

**University of Central Arkansas**  
**LEAD 8305: Leadership Theory**  
**Interdisciplinary PhD in Leadership Studies (LEAD)**  
**Fall 2017, Mondays, 5:00-8:00 pm**

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**Office Hours:** By Arrangement  
**Cell:** 580.628.7708  
**Classroom:** Mashburn Hall 232

**Texts and Materials:**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Edition). Washington, DC: Author.
- Crosby, B. C., Bryson, J. M., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. *Public Administration Review*, 75(5), 647-663.
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research theory. *The Leadership Quarterly*, 25(1), 63-82.
- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36-62.
- Hernandez, M., Eberly, M., Avolio, B., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *The Leadership Quarterly*, 22(6), 1165-1185.
- Lewis, K., & Burd-Sharps, S. (2013). *Measure of America—2013-2014*. Social Science Research Council. Retrieved from [http://www.measureofamerica.org/measure\\_of\\_america2013-2014/](http://www.measureofamerica.org/measure_of_america2013-2014/)
- Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16(4), 591-615.
- Magis, K. (2010). Community resilience: An indicator of social sustainability. *Society & Natural Resources: An International Journal*, 23(5), 401-416.
- Morse, R. S. (2010). Integrative public leadership: Catalyzing collaboration to create public value. *The Leadership Quarterly*, 21(2), 231-245.
- Northouse, P. G. (2010). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage.
- Plowman, D. A., & Duchon, D. (2008). Dispelling the myths about leadership: From cybernetics to emergence. In M. Uhl-Bien & R. Marion (Eds.), *Complexity leadership: Part I: Conceptual foundations*, pp. 129-153. Charlotte, NC: Information Age.
- Roberts, E., & Townsend, L. (2016). The contribution of the creative economy to the resilience of rural communities: Exploring cultural and digital capital. *Sociologia Ruralis*, 56(2), 197-219.
- Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, 6(1), 93-114.
- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18, 298-318.

**Recommended Readings**

2017 University of Central Arkansas

## LEAD 8305: Leadership Theory

- Day, D. V., Harrison, M. M., & Halpin, S. M. (2009). *An integrative approach to leader development: Connecting An adult development, identity, and expertise*. New York, NY: Routledge.
- Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *The Leadership Quarterly*, 28(1), 104-129.
- Forrer, J. J., Kee, J. E., & Boyer, E. (2014). *Governing cross-sector collaborations*. San Francisco, CA: Jossey-Bass.
- Miscenko, D., Guenter, H., Day, D. V. (2017). Am I a leader? Examining leader identity development over time. *The Leadership Quarterly*, Retrieved from <http://dxdoi.org/10.1016/j.leaqua.2017.01.004>
- Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly*, 22, 459-470.

### **Course Description:**

**8305 FOUNDATIONS OF LEADERSHIP THEORY** explores traditional to contemporary theories of leadership. These theories span leadership from the scholarly perspectives of business, integrative, psychological branches, and education. Combines the use of lecture, readings, article reviews, and discussion.

### **Instructional Approach:**

**Engage**—*thinking beyond being a consumer to that of being a member*. You may not encounter my instructional approach in every class in the LEAD program. For the most part, though, LEAD faculty believe that doctoral students are transitioning into being colleagues. We are all honing our scholarly expertise. What this means for me is that I have a responsibility of introducing you to a community of scholars—and their conversations. I (hopefully) invite/ignite your intellectual engagement through assigned readings and come to facilitate your group’s conversation. You and your classmates come with the questions and probes—based upon the assigned readings. This class is a part of your doctoral education. Make it count. It should be informative, helpful, and challenging. The usefulness and rigor depend on what you and the class make of it. Be responsible for your own education.

**Collaborate**. Enough said. Research about education has indicated that when people work together, they learn about themselves and others. By broadening perspectives, we gain a deeper appreciation for what we personally believe and for how we comprehend its placement in the world. (A “so-this-is-how-my-theory-lives-in-the-world” opportunity) By being collaborative in this class, we are challenging how well we can put our leadership into action.

**Grow**. Many of the leadership theories that we will discuss this semester indicate that a leader must relate with others. As a leader, you must determine when you lead or follow. Keep in mind, a leader is not someone who does all of the work or who works in isolation. A leader engages and inspires all to contribute, by stepping forward and back as situations arise.

**Model**. Furthermore, when aspiring to leadership, we must demonstrate to others, that although we may not hold formal positions of administration, we have the potential to lead. We have a leader disposition. Remember, we act in ways to secure the role we want tomorrow. Others are always

LEAD 8305: Leadership Theory

watching and listening. Individuals require mutual respect, and they should demonstrate a willingness to listen and hear opposing points of view. One’s words and use of language should be temperate and within acceptable bounds of civility and decency.

**Course and Learning Objectives:**

By the end of the course, students will be able to

- explain particular leadership theories,
- recognize how these theories are used in leadership research,
- pose how particular theories might be used to frame research, and
- anticipate the possible outcomes of donning such an approach.

To make class meaningful as you continue your doctoral studies and prepare for educational research, you may want to consider completing the following for every leadership theory that we discuss:

<b>Leadership Theory</b>	
<b>Characteristics</b>	
<b>Scholars and Articles</b>	
<b>Use in Research</b>	

**Reading Schedule:**

<b>Date</b>	<b>Description</b>	<b>Activities</b>
		<b>Discussions—please have read the following by the time we meet on the indicated date</b>
August 28, Monday	<b>Discuss Syllabus Course Overview Leadership Issues and Research</b>	We will discuss the following <b>reading assignment:</b> Lewis, K., & Burd-Sharps, S. (2013). <i>Measure of America—2013-2014</i> . Social Science Research Council. Retrieved from <a href="http://www.measureofamerica.org/measure_of_america2013-2014/">http://www.measureofamerica.org/measure_of_america2013-2014/</a>
Sept. 5, Labor Day	<b>No F2F</b>	Take some time to explore the Measure of America website and QoL measurements of Arkansas. Lewis, K., & Burd-Sharps, S. (2013). <i>Measure of America—2013-2014</i> . Social Science Research Council. Retrieved from <a href="http://www.measureofamerica.org/measure_of_america2013-2014/">http://www.measureofamerica.org/measure_of_america2013-2014/</a>
Sept. 11	<b>Theory Leadership Theory Categorizing Leadership Theories Study of Leadership</b>	<b>Reading:</b> Hernandez, M., Eberly, M., Avolio, B., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. <i>The Leadership Quarterly</i> , 22(6), 1165-1185.

LEAD 8305: Leadership Theory

Sept. 18	<b>Study of Leadership</b>	<p><b>Reading:</b> Hernandez, M., Eberly, M., Avolio, B., &amp; Johnson, M. D. (2011).</p> <p>Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., &amp; Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. <i>The Leadership Quarterly</i>, 25(1), 36-62.</p> <p>Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., &amp; McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research theory. <i>The Leadership Quarterly</i>, 25(1), 63-82.</p>
Sept. 25	<b>Leader Centric and Dyadic models: From the Cybernetic to the Emergent</b>	<p>Hernandez, M., Eberly, M., Avolio, B., &amp; Johnson, M. D. (2011).</p> <p>Northouse, P. G. (2010). <i>Leadership: Theory and Practice</i>. Thousand Oaks, CA: Sage.</p>
Oct. 2	<b>Leader Centric and Dyadic models: From the Cybernetic to the Emergent</b>	<p><b>Reading:</b> Northouse, P. G. (2010). <i>Leadership: Theory and Practice</i>. Thousand Oaks, CA: Sage.</p>
Oct. 9	<b>Categorizing and Tracing Leadership Scholarship</b>	Discuss with one another how the papers are coming along.
Oct. 16	<b>No meeting F2F</b>	<b>Reflective Paper Due, worth 20 points:</b> Reflective paper—what have you learned about leadership and leadership theory and research? Please email these to me. (See more details below about papers.)
Oct. 23	<b>Leader Centric and Dyadic models: From the Cybernetic to the Emergent</b>	<p><b>Readings:</b> Plowman, D. A., &amp; Duchon, D. (2008). Dispelling the myths about leadership: From cybernetics to emergence. In M. Uhl-Bien &amp; R. Marion (Eds.), <i>Complexity leadership: Part I: Conceptual foundations</i>, pp. 129-153. Charlotte, NC: Information Age.</p> <p>Lord, R. G., &amp; Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. <i>The Leadership Quarterly</i>, 16(4), 591-615.</p> <p>Uhl-Bien, M., Marion, R., &amp; McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. <i>The Leadership Quarterly</i>, 18, 298-318.</p>

LEAD 8305: Leadership Theory

		<p><b>Bibliography—Choose a particular leader-centric theory and locate five primary research articles—25 points</b></p> <p><b>In addition to the annotated bibliography, prepare a one-page handout for classmates about your selections.</b></p>
Oct 30	<b>Leader Centric and Dyadic models: From the Cybernetic to the Emergent</b>	<p><b>Reading:</b> (You bring the article to discuss w/class) Emergent Leadership Social Identity Social Network Analysis</p>
Nov. 6	<b>Leader Centric and Dyadic models: From the Cybernetic to the Emergent</b>	<p><b>Reading: Discuss/Present Overview of Annotated Bibliography—Due, 25 points</b></p>
Nov. 11, Saturday	<b>Community Development Institute</b>	<p>Brewer-Hegeman Conference Center Plan to Attend (Read Crosby, Bryson, &amp; Stone before Saturday’s “boot camp”.)</p>
Nov. 13	<p><b>Collective Forms of Leadership: Cross-Sector Collaboration &amp; Integrative Leadership</b></p> <p>Leading from “what is” to the “what could be”</p>	<p><b>Reading:</b> Crosby, B. C., Bryson, J. M., &amp; Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. <i>Public Administration Review</i>, 75(5), 647-663.</p> <p>Morse, R. S. (2010). Integrative public leadership: Catalyzing collaboration to create public value. <i>The Leadership Quarterly</i>, 21(2), 231-245.</p>
Nov. 20	<b>No F2F</b>	<p><b>Leadership Paper—Read articles assigned for November 27 discussion; revisit Measure of America; consider what we learned from CDI boot camp; formulate what you would want to know about leadership for the common/public good. Worth 30 points</b></p>
Nov. 27	<p><b>Collective Forms of Leadership: Leading for the collective</b></p> <p>Leading from “what is” to the “what could be”</p>	<p><b>Reading:</b> Robeyns, I. (2005). The capability approach: A theoretical survey. <i>Journal of Human Development</i>, 6(1), 93-114.</p> <p>Roberts, E., &amp; Townsend, L. (2016). The contribution of the creative economy to the resilience of rural communities: Exploring cultural and digital capital. <i>Sociologia Ruralis</i>, 56(2), 197-219.</p>

LEAD 8305: Leadership Theory

		Magis, K. (2010). Community resilience: An indicator of social sustainability. <i>Society &amp; Natural Resources: An International Journal</i> , 23(5), 401-416.
Dec. 4	<b>What's the use of leadership theory? How would one study leadership? What have we learned about leadership, leadership theory, and research?</b>	Bring <b>Leadership papers</b> for discussion Robeyns, I. (2005). The capability approach: A theoretical survey. <i>Journal of Human Development</i> , 6(1), 93-114.  Roberts, E., & Townsend, L. (2016). The contribution of the creative economy to the resilience of rural communities: Exploring cultural and digital capital. <i>Sociologia Ruralis</i> , 56(2), 197-219.  Magis, K. (2010). Community resilience: An indicator of social sustainability. <i>Society &amp; Natural</i>
Dec. 11	<b>Presentation</b> Human capabilities, functioning, quality of life, and well-being	<b>Present Leadership Theory Paper, Worth 30 points</b> Presentation and materials, Worth 10 points

**Course Requirements and Grade Distributions:**

**Participation—15 points**

Students will come prepared and engage in class discussions. Being in class is a given in doctoral work. Please set a good precedence by attending and engaging. (Did I really need to say that?) In the course we will also complete a series of presentations and papers. The papers should be in keeping with expectations of doctoral work (see APA Manual). If I feel that you could/should strengthen a paper, I reserve the right to encourage your growth by returning with my feedback and asking for another submission. Consider this feedback and rewriting as my concern and care for you. Perhaps the most difficult lesson for super achievers—I could easily be talking to you), is that even though they are highly driven and successful, growth is still possible. Life, leadership, and a doctoral program deserve something more than “task performance orientation.” Growth deserves the mentality of a marathon runner—not a sprinter. Rise to the expectation you have of yourself—and realize it takes a growth mindset and time and work.

**Reflective Paper—20 points**

Students will compose an essay, tracing the development of leadership/leader research and theory. Students should consider the particular “categories” of leader/leadership theory and give attention to a particular category. From this category, the student should target discussion on one particular theory of interest, detailing its components, scholars, “evolution”, and promise as a way of exploring and explaining leadership.

Take a few moments to gather a large conceptualization of how things might be connecting for you. Identify examples that will specify this conceptualization. Extract passages from our texts that help illustrate your thinking. Write this essay so that meets doctoral-level rigor and APA guidelines. No more than 13 pages. Please email these to me October 16. If you are attending ILA,

LEAD 8305: Leadership Theory  
your paper will be due no later than October 20<sup>th</sup>.

### **Annotated Bibliography—25 points**

Students will present summaries of primary articles that enlist the use of the leader-centric or emergent forms of leadership theories that we discussed in class. The papers should include an introduction, summaries, and conclusions. The frame offered by the introduction and conclusion should provide insights into what you are learning from the articles collectively and ideas about how you might use what you are reading. Please don't confuse these annotated bibliographies as traditional annotated bibliographies that are dry and full of abstract materials. I want to hear your thinking in these papers. In the body of the paper, please review five articles that collect data and enlist a theoretical frame we have discussed. Be prepared to offer a 3-5 minute overview about the articles that you have collected. Bring a one-pager recap of the articles for your classmates. Be prepared for questions. Invite them. Learn from them.

### **Leadership Research: Exploring leading for the Common/Public Good —30 points**

We have explored leadership research and theory this semester, how it can be categorized into a variety of foci—from the leader to the collective, from the cybernetic to the emergent. We have noted how leadership theory can be used to prescribe and describe what leadership is and could be. Now it's your turn to consider how this plays out in your queries. How have you begun to think like a leadership researcher? How do our concerns for public good, quality of life, and well-being find their way into our questions and theories about leadership? What would you want to know? What case can you build for wanting to investigate it? What would your focus be? What theory would be helpful in framing this focus? Why is this theory relevant? How would you use it?

### **Final Presentation—10 points**

Be prepared to present your final papers. Bring a one-pager for discussion. Discussion should take no longer than 7 minutes per paper.

### **Assignments, Deadlines, and Point Allocation**

Participation/Engagement—15 points

Reflective Paper—20 points

Annotated Bibliography—25 points

Leadership Research: Exploring leading for the Common/Public Good —30 points

Leadership Paper presentation—10 points

**Total Possible            100 points for 100%**

### **Scale for final course grades:**

90-100 =     A

80-89 =     B

70-79 =     C

69-60 =     D

59 or below   F

### **Course Policies and Services:**

*Participation and Late Work Policy.* Students should engage with the material as well as their colleagues. Learning occurs when people engage with new information and others' ideas  
2017 University of Central Arkansas

## LEAD 8305: Leadership Theory

about this information. We need your voice and thoughts for our own learning to expand. Please be present and speak up. We are listening.

By meeting deadlines, students demonstrate they have regulated their time well. Doctoral students should rarely ask for extensions; they should exemplify meeting deadlines.

*Academic Integrity.* Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, etc.) is unacceptable even if you do it accidentally.

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

*Americans with Disabilities Act.* The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, (501) 450-3613.

*Emergency Procedures Summary (EPS).* An emergency procedure plan for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

*Title IX Disclosure.* If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

*Other policy sources.* Please take the time to read the Graduate Bulletin (<https://uca.edu/gbulletin/>) and familiarize yourself with various Graduate School policies (many linked from the PhD webpage).