AN APPLICATION OF LEADERSHIP AND RELATIONAL DIALECTIC THEORY

A Project
presented to
the Faculty of the Communication Department
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In Partial Fulfillment
of the Requirement for the Degree

Master of Arts in Professional Communication

by
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Dr. Suzanne Larson, Project Supervisor

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APPROVAL PAGE

The undersigned, appointed by the dean of Humanities and Social Science, have examined the thesis (project) entitled

AN APPLICATION OF LEADERSHIP AND RELATIONAL DIALECTIC THEORY

presented by Jared Seth Wilcken, a candidate for the degree of master of Art in Professional Communication,

and hereby certify that, in their opinion, it is worthy of acceptance.
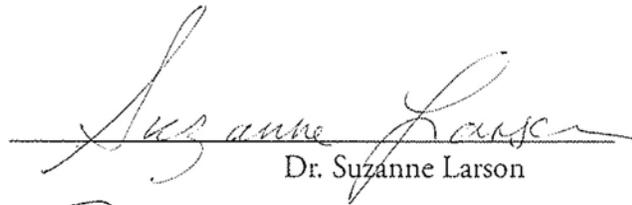
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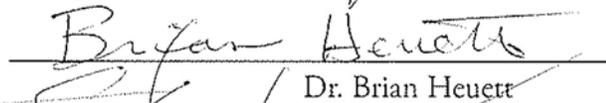
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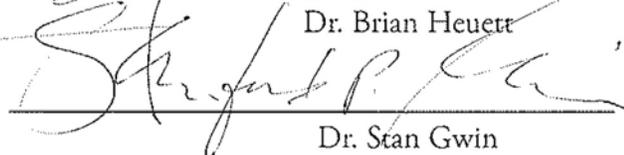
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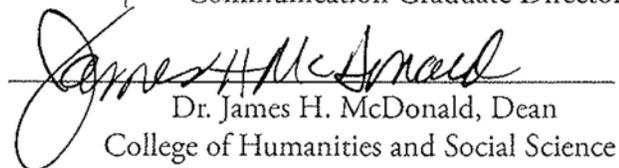
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Jared Seth Wilcken

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ABSTRACT

This project developed a course in Leadership and Relational Dialectic Theory and looked at the possibility of improving leadership through an understanding of Relational Dialectic Theory. This paper includes a brief literature review about leadership and Relational Dialectic Theory, the process of researching and creating the course, and the general pattern of course instruction.

Also included in the appendixes of this paper are the course syllabus, instructor notes and course handouts.

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Literature Review

This project, an upper division course in leadership, undertook the application of leadership and the interpersonal communication theory, Relational Dialectics Theory (RDT). Using RDT, this project intended to study and further our understanding of the importance of relationships within leadership through the construct of teaching a course on leadership. This paper will begin with a brief literature review on leadership and its associated history as well as the major premise of RDT. A short evaluation of leadership and RDT and associated studies will also be provided. The second section of this paper will focus on the preparation and implementation of this project, the applied leadership course. The conclusion will focus on the successes and failures of the course and the resultant outcomes.

Leadership

Leadership is nebulous, it is constant, it defines success and failure, and is different to everyone, but is leadership important or relevant in today's world? On September 30, 2008, while listening to a morning news program, I overheard the news anchor ask the following question in reference to the economic situation in America. "Is this failed bailout proof that there aren't any leaders in Washington anymore, Democrat or Republican?" (Today Show, 2008). News programs, newspapers, as well as on-line bloggers are all discussing leadership and the role it is playing in our lives. A simple Google search found more than 35 million articles and web pages using the word leader. Leadership is indeed an important part of today's world.

 While today "there are almost as many definitions of leadership as there are persons who have attempted to define it" (Bass, 1990, p.12 as quoted in Jackson and Parry, 2008), it hasn't always been the case. Prior to the Industrial Revolution, leadership didn't focus much on anyone besides the leader. However Stone and Patterson (2005) suggest that since that time there have been major

shifts in leadership and leadership theory that have greatly impacted leadership within organizations.

Max Weber believed that there were "parallels between the mechanization of industry and the proliferation of bureaucratic forms of organization (Morgan, 1997, p. 2 as quoted in Stone and Patterson, 2005). Just like technology changed the way in which organizations did their work, hierarchical bureaucracies changed the way organizations structured leadership. Organizational goals became the driving force to create performance standards.

One shift changed the focus from performance standards to the needs of workers. If workers needs were met they simply performed better. That productivity would improve when workers needs were met was reinforced by Maslow's Hierarchy of Needs and the well known- Hawthorne studies.

The focus on worker needs led to a shift in leadership focusing on the behavioral factors associated with reaching organization goals. Chester Barnard, a leader in this effort, suggested in his 1938 book, *The Functions of the Executive*, "that the individual is a region of activities which are the combined effect of physical, biological, and social factors" (p. 14). As part of this shift, came McGregor's famous Theory X and Theory Y that suggested workers were either lazy and needed to be told exactly what to do (Theory X) or were motivated and would work to accomplish organization goals on their own (Theory Y).

Transactional leadership ushered in another major shift in leadership practices. This style of leadership focused on managing outcomes, by meeting the needs of individual workers. A common example would be the exchange of rewards based on a workers adherence to company goals or policies. Stone and Patterson (2005) suggested that transactional leadership is still the most prevalent type of leadership practiced in today's organizations (p. 6).

Transformational leadership took relationships between leaders and followers to a whole new level, suggesting that everyone works together to create greater development of the organization.

While it appears that transactional and transformation leadership are similar, there are big difference between these two leadership styles. "Transactional is based on bureaucratic authority, focuses on task completion, and relies on rewards and punishments (Tracey & Hinkin, 1998). Transformational leadership...is concerned more about progress and development" (Stone & Patterson, 2005, p. 7) of the individual. This has been a major shift in leadership theory and practice.

> Leaders were no longer required to measure work and ensure that the most effective person
>
> did it in the most efficient manner-which did not always increase the organization's
>
> productivity and profitability anyway. Leaders now needed active involvement from the
>
> followers to achieve the organization's goals (Stone & Patterson, 2005, p. 7).

Today, leaders have increased their focus on the relationships inherent in organizations (Barnard, 1938; Kouzes & Posner, 2007; Stone & Patterson, 2005). This focus lends itself perfectly to a better understanding of Relational Dialectic Theory and how it relates to effective leadership.

Relational Dialectic Theory

Introduced in the early 1990's, Relational Dialectic Theory (RDT) is an interpersonal communication theory that explains in part the dialectics (or tensions) that exist in relationships (Wood, 1997). Leslie Baxter and Barbara Montgomery (1996), the developers of the theory, explained that the dialectical perspective shows how the complexity and disorder of social life "is a dynamic knot of contradictions, a ceaseless interplay between contrary or opposing tendencies" (p. 3). Prior to the introduction of RDT, many scholars suggested that relationships were linear and followed a pattern of development from acquaintance to an ideal end state. Relationships either moved toward an ideal end or simply ended (Gamble & Gamble, 1996).

RDT advanced a new way of looking at relationships. Baxter and Montgomery believed that relationships weren't linear and were characterized by change. Contradiction, the driver of that

change, is the fundamental fact of relational life and is created through dialogue (Baxter, 2004a; Baxter, 2004b; West & Turner, 2007; Wood, 1997), the basic idea being that as we relate with others, we create dialogue and thereby dialectics. The word dialectics has a Greek origin and refers to the art of discussion or debate (Baxter & Montgomery, 1998). As individuals create dialogue, they create dialectics that are comprised of four major elements: contradiction, change, praxis and totality (Baxter, 2004b).

The first major premise of RDT is the idea that contradictions are a part of social life and while often looked at negatively, Baxter and Montgomery (1996) believe that contradictions are "not evidence of failure or inadequacy in a person or in a social system. In fact, contradictions are the basic 'drivers' of change, according to a dialectical perspective" (p. 7). Contradiction, as viewed by RDT, allows for the dynamic interplay of oppositions, meaning that differences don't have to be one or the other they can be both. For example, I don't have to only love or only hate, I can love and hate at the same time.

The notion of change is almost as important in RDT as contradiction. There are two different approaches to change, the first is teleological and suggests that change leads to an ideal end or goal. RDT is based around the notion of indeterminate change. Change doesn't happen as a result of reaching an ideal end state, but rather change happens causing an organization or relationship to shift to a different location but not necessarily a better one.

Praxis is probably one of the harder aspects of RDT to understand. This tenet of the theory suggests that individuals are both actors and objects of other's actions at the same time. Baxter and Montgomery (1996) explain praxis in the following manner.

> People function as proactive actors who make communicative choices in how to function in their social world. Simultaneously, however, they become reactive

objects, because their actions become reified in a variety of normative and institutionalized practices that establish the boundaries of subsequent communicative moves. (p. 13)

In all of our relationships, we choose to act a certain way based on past relationships, as well as on the responses we receive from current dialogue. These various factors in how we communicate are described as praxis.

The final major component of RDT is totality. Within the idea of totality are two different concepts. The first is the location of the contradictions present in the dialogue. Contradictions are "jointly owned" by both parties involved in the relationship. RDT suggests that the contradictions are created and live inside the dialogue that takes place between two people. Because both parties created the dialogue, both parties own the contradiction. Secondly, contradictions overlap with other contradictions creating what is referred to as a "knot of contradictions." These two ideas come to-gether to form totality. Griffen (2008) succinctly combines these concepts defining RDT as follows:

Social life is a dynamic knot of contradictions, a ceaseless interplay between contradictory or opposing tendencies such as integration-separation, stability-change, and expression-nonexpression. Quality relationships are constituted through dialogue, which is an aesthetic accomplishment that produces fleeting moments of unity through a profound respect for the disparate voices. (p. A-3)

Unlike many theories dealing with relationships, RDT is not centered on the idea that rela-tionships are linear or balanced. Baxter indicates that "relational dialectics...displaces the notion of a center with a focus on ongoing centripetal(forces of unity)-centrifugal (forces of difference) flux. There is no center, only flux" (Baxter, 2004b, p. 186). In other words, relationships aren't going to balance, they are simply going to move and change throughout the relationship.

Wood (1997) indicates that these dialectics "are ongoing, always in motion, forever changing. Dialectics are not static balances between contradictory impulses. Instead, they are fluid relationships that continuously evolve" (p. 205). In relation to the constant change associated with RDT, Montgomery suggests that:

> We are subject to cultural messages that tend to portray relationships as much
>
> simpler than they are, much more idealized than they are, much more smoothly
>
> unfolding than they are. Rather than aim for that ideal, I think we should enjoy the
>
> messiness of them (Montgomery, 2002).

Historically, Baxter and Montgomery focused primarily on romantic relationships, boyfriend and girlfriend, husband and wife and couples (Montgomery, & Baxter, 1998; West & Turner, 2007).   As the years have progressed, the use of RDT has expanded and been used to study multiple types of relationships including leadership relationships (Collinson, 2005; Wood, 1997).

Leadership and Relational Dialectic Theory

While it may seem logical to combine leadership and relationships, there have been a limited number of research studies that specifically look at relationships in leadership. There is, however, no shortage of speculative information on the importance relationships play in leadership (Kouzes and Posner, 2007; Collinson, 2005, Zigarmi, Blanchard, O'Conner, & Edeburn, 2005).   In sharp criticism for current leaders, and in support of the importance of relationships within leadership, George (2003) suggests that old leadership styles won't work in today's society.

> Today's employees demand more personal relationships with their leaders before they
>
> will give themselves fully to their jobs. They insist on having access to their leaders,
>
> knowing that it is in the openness and the depth of the relationship with the leader
>
> that trust and commitment are built (p. 23).

Kouzes and Posner (2007) found similar results in their research on leadership, suggesting "there was a very clear message that wove itself throughout every situation and every action. The message was: *leadership is a relationship*" (p. 24).

While there have been many different views of leadership, Fletcher (2007) reminds us that they have all been closely linked to relationships.

> In many ways, the construct of leadership is and always has been inherently relational.
> Although there are many different theoretical perspectives on what constitutes good
> leadership (cf. Bryman, 1996; Yukl, 1998), all perspectives implicitly acknowledge the
> fundamental relationship between leader and follower. (p. 347)

Relationships within the context of leadership can be improved with a greater understanding of how interpersonal relationships develop and evolve over time.

While RDT is relatively new, David Collinson (2005) recently made the connection between theory and practice. Collinson suggests that "a dialectical perspective can facilitate new ways of thinking about the complex, shifting dynamics of leadership" (p.1422). Specifically how relationships between leaders and followers are often simultaneously interdependent and asymmetric. With only a limited amount of research linking RDT to leadership practices, I began the process of creating my project of teaching a course that would further explore the possible relationships between leadership and RDT.

Applied Leadership, Creating and Teaching the Course

I already discussed the unending definitions and theory about leadership, so putting together an applied leadership course from scratch seemed somewhat daunting.   While there were challenges, the creative process became easier upon reflecting on my own undergraduate and graduate educa-

tion. I wanted to incorporate passion and a challenging curriculum into this course.

I remember one of my favorite classes during my undergraduate education and recognized that I enjoyed the course because the instructor was passionate about the topic and took the time to engage me in the learning process. I wanted the same thing for this leadership course. I also wanted a course that students would find both challenging and enjoyable. I wanted them to walk away having learned and applied information that would benefit them not just during the course, but also for their entire life. Also important for me, was the ability to expand the knowledge of and ability to study leadership. I wanted to enlarge the way students looked at leadership and the ability to improve both personal leadership and general leadership practices for students.

I selected the text *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Leadership* by Brad Jackson and Ken Parry (2008). I was particular about this text for two primary reasons: I really liked how the text provided a starting point for many different types and styles of practicing leadership and I didn't want the course to get bogged down in one particular type of leadership practice. The short chapters and varied topics allowed for a quick introduction to many leadership practices. I could then follow-up by applying RDT to determine if RDT had a place in specific leadership theories and practices such as the Social Identity Theory of Leadership, coaching, or change management.

I also enjoyed the passion Jackson and Parry brought to the topic of leadership study. They self-disclose their enthusiasm for the topic at the very onset: "Leadership scholars tend to be the token dreamers, the chronic optimists and the hopeless romantics that you will find huddled together in small clusters at most business schools. We are no exception to this pattern" (p. 7).

With the text selected, I needed to describe the course and decide the desired outcomes. The course description (see appendix A for complete course syllabus) indicated that the course would

"focus on the role of leadership using Relational Dialectics Theory emphasizing effective leadership skills including flexibility in relationships, critical thinking and problem solving." With this description in mind, I identified five objectives/learning outcomes that I wished to accomplish during the course.

First, I wanted them to understand the value of leadership. As has been previously discussed, there is no shortage of research indicating the importance of leadership in our world. I wanted each of the students in this course to walk away with a clear understanding that they would participate in the process of leadership throughout their lives. This would be accomplished both through reading the assigned text and their leadership theory analysis or study of current leaders. During the course of the semester, each student would need to select three leaders, one business, one political, and one athletic, social, or religious and write a three page paper detailing their leadership and if it related to RDT.

The second objective of the course was to examine and determine the role of relationships in leadership. I believed that this could be accomplished, in part, by studying multiple leaders in a variety of settings and looking at how relationships played a role in their success or failure as a leader.

The third objective was to understand that there are many different styles of leadership being used today. There is no one correct method of effective leadership, therefore the class needed to study different styles and see how they applied to today's leaders. This objective was also to be realized through their readings but also through their reflection papers, or application of leadership theory and styles to their individual circumstances. The mid-term project, requiring a detailed reading and analysis of a current leadership book also provided an opportunity to understand and apply different styles of leadership.

The fourth objective was to recognize and identify the characteristics of quality leadership.

I wanted this to be accomplished as a combination of learning about different leadership styles, through readings and in-class activities. The goal was to be able to create a definition of leadership based on their understanding of the characteristics that made up quality leadership.

The final objective put each of the previous objectives into practice. I wanted class participants to be able to take the knowledge they had gained and present it to others in a leadership training format. I also wanted students to have the experience of working in groups, thereby using their knowledge of relationships. This was to be accomplished through a final group project, where class participants would take the knowledge they had gained and as a group prepare and deliver a leadership training session.

With a vision created, I then set-out to create a 15 week syllabus that could accomplish each of the objectives described above. I needed to identify specific activities and projects that would create the proper learning environment. After half a dozen drafts, I completed a syllabus that I felt confident would provide students with an exciting and rigorous course of study about leadership and relationships.

I had 18 students enrolled, each bringing a unique diversity to the class room experience. During the first week of classes, I had each student fill out a leadership questionnaire (see Appendix C for complete leadership questionnaire) to help me create a starting point in relation to everyone's understanding of leadership. Illustrating the difference of opinions, I asked a question about each person's favorite leader. There responses ranged from Mother Teresa to Kobe Bryant and included parents, fictitious characters, seven U.S. Presidents and five religious leaders. I knew from this point on that as a class our discussions would be active and diverse. I knew each student would be an active participant in helping to create our course dialogue. As this project evolved from week to week, I began to realize that embedded in the dialogue, between myself and the students, were dialectics.

These dialectics changed the way I presented information to the class and added to my understanding of RDT.

I started the course with a class discussion of leadership followed by several days of studying RDT. The remaining class periods focused on tying RDT with various leadership theories and practices, something that would prove frustrating for many of the students, which I will discuss in the next section of this paper.   The course periods followed a fairly consistent pattern of reviewing leadership theory/practices followed by an in class application activity.

For this paper I will give three examples of reviewing theory and then applying that theory. The first was used when explaining RDT to the students. I explained the idea of totality, or how different contradictions overlap and how they are interrelated.   Following our discussion, I had students in the course create a human knot. This knot was created by having the class gather in a tight circle. Each person then took one hand and grabbed the hand of someone across from them. This was repeated with their second hand, creating one large connected knot. The object was to try and get out of the knot without any one person letting go. The class was unable to get untangled and we had a good discussion of how totality works.

The second example was also toward the beginning of the course. I took a class period to teach about the various styles of leaders. We discussed the differences and similarities between transformational, transactional, charismatic, narcissistic and anti-narcissistic leadership. The following class period I split the class into two groups. I gave each group a container full of Lego's and asked them to build a tower. They were secretly given a specific leadership role to assume while building the tower. The various roles given included: a pompous leader (narcissistic); an alluring leader (charismatic); a team leader (transformational); a group leader (anti-narcissistic); a production manger (transactional) and several followers. The objective was to build the tallest tower within a specific

time frame.

This activity allowed the students to take the material we had previously discussed in class and apply it in a simulated leadership experience. We had a very active discussion following the activity about these different styles of leadership and which might be the most effective in various situations and the role of RDT in each of these different styles.

The third example dealt with the class discussion of followers and the different styles of followers. Leaders as followers included discussion about co-leadership, co-producers of leadership, shared leadership and followers as recipients of leadership. I found this topic to be of particular interest as so much of what has been written about leadership seems to exclude the follower (Jackson & Parry, 2008).

After our instruction on this topic, I had the class participate in a group bidding project, which I created based on memories of a similar activity I had previously seen. There were four groups and five rounds. Each round allowed each group to bid a 1 or 2. The combination of the numbers earned or lost each group a certain amount of points. I outlined for each of the groups the way that they could bid and earn points (see Appendix C for complete details). If each of the groups bid a 1 all of the groups would earn points. However the incentive is such, that one of the groups will often break away and bid a 2 so that they will increase their points while hurting the other three teams participating. At various points in the activity, I would allow discussion between the groups. Now the twist with this activity is that I had each group participating as one of the styles of "follower as leader".

This activity proved to be one of the most engaging and created some pretty strong emotions between various class members. The dialogue after the activity allowed me, as the instructor, to relate their experience to various follower practices and help students apply the different ideas we had

been studying.

Throughout this pattern of study and application, I had the students complete ten reflection papers on the chapters that we had studied from the required text.   One of my goals in the course, as stated earlier, was to create a challenging curriculum. This was accomplished, in part, by having students write and apply principles they were learning about to their own lives. I felt like I learned best, when my instructors had me participate in this reflective process. I learned quickly, that requiring this increased amount of writing meant that I had an increased amount of reading. However, the writing allowed me as the instructor to identify the principles that students in the class were struggling to understand. A good example of this came in the second month of the course. I realized through their reflection papers that a majority of the class were not understanding RDT the way that I wanted them to understand the theory. So I created a pop quiz (see Appendix C for quiz) that would help me identify what they were and were not understanding and I then slightly modified our syllabus to include additional instruction on RDT.

I also wanted the class to evaluate current leaders and see if RDT had a place in their leadership practices. This was a big part in the overall objective of studying leadership and RDT and determining the value of studying the two together, to further our understanding of leadership. I believed going into this project that I would find a direct correlation and thereby great value in putting RDT and leadership theory together. After this particular assignment was completed, there was a mixed bag as to how much RDT and Leadership really do connect, which will be discussed at greater length in the next section.

For the mid-term I wanted each student to read a current book on leadership. I had them each select a book from the appendix of the required text, a list of the "ten leadership books you should read before you die" (Jackson & Parry, 2008, p. 147). Each class member read one of these

books and then wrote a five-page paper reviewing the book through the lens of RDT. I could clearly see from this assignment those in the class who understood RDT and were able to make application to today's leadership practices.

The final assignment was to put all of the course material, both theory and application into practice. Students were placed into four groups at the first of the semester, and would work as a group to present leadership training using RDT as the basis for a leadership development session.   I was very impressed with the effort by students to do this final project and believed that it indeed had students using many of the skills they read about and practiced during the semester.

Outcomes

I undertook the opportunity of applying RDT to leadership and trying to determine the value of using RDT to help us understand leadership. Throughout the course we looked at many different styles of leadership and at the conclusion it was clear that RDT does provide a perspective that allows leaders to view relationships differently and improve their leadership through quality, although not perfect, relationships (Collinson, 2005; Jackson & Parry, 2008). It is also clear that RDT can be taken a bit too far in applying it to all leadership scenarios. After having completed the course and this project, I will move forward using what I learned to continue to help individuals become better leaders through RDT.

From the very beginning, I felt an intense pressure to provide a quality classroom experience. Throughout this process, I learned how difficult it is to create instruction for thirty-one classes, or 2,480 minutes of total instruction. I spent hundreds of hours in preparing and teaching this course. After countless discussions, arguments and presentations this class of 18 students shared a mixed bag of results as to how RDT can be applied to leadership.

While nearly 85 percent of the students said I was able to use examples or demonstrate application of the subject matter, there was also a sense of overkill when it came to our discussion of RDT and leadership. One student commented, "This course was no more than beating the dead horse called relational dialectics theory" (Student evaluations). I would have to agree that our discussions focused a great deal on how RDT could be applied to different leadership situations. I learned that RDT won't always apply to every style of leader, but for many styles, there is value in understanding the principles of RDT.

After all the hours of study, research, and application, there are three principles that can have the biggest impact on effective leadership. The first is an understanding that relationships don't have to be perfect. If a leader understands the importance of relationships in a leadership setting and is constantly working to make those relationships as effective as possible, they will be a better leader. It would be interesting, and valuable to the field of leadership, to do further research studies into the different leadership styles and the type of relationships each style creates or fosters. Secondly, leaders need to understand that relationships are interrelated. When a leader understands how relationships are connected, they will work to improve the relationships within the organization. Finally, with an understanding that relationships are created in the dialogue between two people, that leader will do all they can to create positive dialogue, and thereby encourage positive relationships and positive leadership.

The students in this course capped their experience and this project with the following definition of leadership. Their definition combines the best of each of the objectives of this course as well as Relational Dialectics Theory. They concluded that leadership is "the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service through integrity and the desire to build rela-

tionships. A leader knows when to lead, when to follow and when to change." (class, 2009). Well

said.

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Appendix A - Course Syllabus

> SYLLABUS
> Topics in Communication – Applied Leadership, COMM 4600 02
> Tuesday, Thursday, 8:30-9:50
> 2009 Spring Semester

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA STATEMENT: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Office for Students with Disabilities. The Office for Students with Disabilities determines eligibility for and authorizes the provision of these services and aids.

The Office for Students with Disabilities is located in room 206F of the Sharwan Smith Center or (435) 865-8022.

FACULTY INFORMATION:
Jared Wilcken
435.865.8190 (O) 435.590.8190 (C)
Office: ST 169 B
Office hours: Tuesday and Thursday, 2-4, or by appointment
Email: wilcken@suu.edu

COURSE DESCRIPTION: This course will focus on the role of leadership using Relational Dialectics Theory emphasizing effective leadership skills including flexibility in relationships, critical thinking and problem solving.

REQUIRED TEXT: Jackson, B., & Parry, K. (2008). *A very short, fairly interesting and reasonably cheap book about studying leadership.* Thousand Oaks, CA: Sage Publications.

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COURSE OBJECTIVES/LEARNING OUTCOMES:
1) OUTCOME: Know and understand the value of leadership.
    ASSESSMENT: Students will demonstrate through personal examples written and discussed
    in their reflection papers and class discussion.

2) OUTCOME: Understand the role relationships play in leadership styles and theories.
    ASSESSMENT: Students will complete the following: several reflection papers, analysis
    projects, mid-term and a final group project.

3) OUTCOME: Understand different styles of leadership.
    ASSESSMENT: Students will demonstrate through leadership analysis projects, class
    discussion, and in their final group project.

4) OUTCOME: Recognize the characteristics of quality leadership.
    ASSESSMENT: Students will demonstrate their understanding of the characteristics of
    quality leadership through their mid-term project, class projects and their final group project.

5) OUTCOME: Ability to coach & train others on effective leadership skills.
    ASSESSMENT: Students will complete a 60 minute leadership training program as their
    final project where they will demonstrate their ability to teach others effective leadership
    skills.

COURSE INFORMATION:
Attendance Policy: You are expected to attend each class on-time. Continual tardiness or absences
will result in less than full participation points.

Late Work: Arrangements must be made with the instructor prior to missing a class or assignment.
Turn your work in on time or early if you won't be in class. Only school excused absences or
arrangements made with the instructor prior to your absence will be excused.

Class Participation: You will receive points for being in class and for participating in our discussions
and class projects.

COURSE REQUIREMENTS:
Reflection Papers [10]
There will be 10 two page thought papers due through-out the semester. These papers should be turned in after reading the weekly assignments. Students will only need to turn in ten papers, and therefore have the flexibility of missing four assignments. Turning in all 14 papers would result in extra-credit.

Mid-Term [1]
Students are expected to read one of the suggested leadership books suggested in the required text or another approved leadership text. Students will need to submit a five page paper reviewing the book through the lens of Relational Dialectic Theory. The paper should be written in APA style, 5th edition.

Leadership Theory Analysis: [3]
Students will need to complete three leadership analysis projects. These projects will help you apply leadership theories and styles to current leaders. You will need to select three leaders, one from each of the following categories: (1) political, (2) business, (3) athletic/social/religious. Your paper should focus on the use of or lack of RDT within the context of leadership styles being studied in the course and should be three pages in length per paper.

Final Group Project [1]
Students will have the opportunity to develop a 60 minute leadership training course with an emphasis in one of the leadership theories discussed in class.   The group will present that training course to the class as a final exam. Final grades will be based on the work done for the project, the review of those who participate in the training, as well as the final summary report of the project. The final summary report of the project should contain an outline of the training program (including desired outcomes), all supplemental materials, and a two page paper detailing the use of leadership theories used in the development of the training program (including references).

GRADING: Grading will be based on:

In class participation/attendance   150 points
Thought Papers [10 points each]   100 points
Mid-Term Book Review   200 points
Leadership Analysis Projects
[50 points each]   150 points
Final Group Project   400 points
Total Points   1000 points

Grade	Percentage	Points Needed
A	93% and above	930 - 1000
A-	92% - 90%	900 - 920
B+	89% - 87%	870 - 899
B	86% - 83%	830 - 869
B-	82% - 80%	800 - 829
C+	79% - 77%	770 - 799
C	76% - 73%	730 - 769
C-	72% - 70%	700 - 729
D+	69% - 67%	670 - 699
D	66% - 63%	630 - 669
D-	62% - 60%	600 - 629
F	59% and below	599 - 0

SCHEDULE OF READING ASSIGNMENTS & HOMEWORK DUE DATES:

Date	Class Description	Reading Assignments	Assignments Due
January 6	Introduction to course; Leadership Overview; Group Assignments		
January 8	Purpose of Studying Leadership; Developing personal views of leadership	Jackson & Parry, Ch. 1	Thought Paper #1
January 13	Leadership Research and Theory		
January 15	Relational Dialectics Theory [RDT]	Wood, Ch. 7, pp. 187-215	Thought Paper #2
January 20	RDT [Group Project Overview]	Baxter, Journal of Family Communication	Thought Paper #3
January 22	Leadership Skills: Effective management of relationships	Collinson, Dialectics of Leadership	Thought Paper #4
January 27	Leadership Theory: Transformational Leadership [Leader Centered Leadership]	Jackson & Parry, Ch. 2	Thought Paper #5
January 29	Current Leadership: Review current leaders, select leadership analysis prospects	Current readings, see course requirements	
February 3	Current Leadership: Group Discussion [Business Leaders] Group Project Overview		Leadership Analysis #1
February 5	Cultural Perspectives on Leadership: Cross Cultural Leadership Theory, The GLOBE Study	Jackson & Parry, Ch. 4	Thought Paper #6
February 10	Leadership Skills: Leader Centered Training Styles/Methods [Activity focused on charismatic, narcissistic, anti-narcissistic, transformational, and transactional leaders and how to recognize them]		
February 12	Leadership Theory: Pyschoanalytic theories [Follower Centered Leadership]	Jackson & Parry, Ch. 3	Thought Paper #7
February 17	Leadership Skills: Follower Centered Training Methods [Skills will focus on 6 styles of leadership through following, and ways to increase eff ective followership]		
February 19	Leadership Theory: Change Theory	Burke, Organization Change: Theory and Practice, Ch. 6.	Thought Paper #8
February 24	Mid-term		Book Review & Report
February 26	Leadership Skills: Change Th eory Training Methods [Skills will include demonstrating change theory through case studies and role modeling]		
March 3	Leadership Styles: Co-Leadership, Distributed Leadership, Level 5 Leadership, Leaderless Work Groups, Team Leadership	Jackson & Parry, Ch. 5	Thought Paper #9
March 5	Leadership Skills: Variety of Training Methods [Skills will include critical thinking both individually and within teams, effective teamwork, and ethics in Leadership]	Jackson & Parry, Ch. 6	Thought Paper #10

March 10	Leadership Development: Variety of Training Methods (Including Emotional Intelligence)	Jackson & Parry, Ch. 7	Thought Paper #11
March 12	Leadership Development: Continuation from March 10th		
March 17	Spring Break		
March 19	Spring Break		
March 24	Current Leadership: Group Discussion [Political Leaders] Group Project Review		Leadership Analysis #2
March 26	Leadership in Crises	Barton, How Organizations Cope: Training managers for Worst-Case Scenarios, Ch. 7	Thought Paper #12
March 31	Leadership Skills: Continuation from March 26th		
April 2	Final Group Presentation Preparation		
April 7	Leadership Styles: Coaching [Executive Coaching model, five common coaching elements]	Jones & Brinkert, Conflict Coaching, Ch. 2.	Thought Paper #13
April 9	Leadership Styles: Values and Ethics [Utilitarian Theory, Theory of Rights, Theory of Justice]	Shockley-Zalabak, Fundamentals of Organizational Communication, Ch. 4	Thought Paper #14
April 14	Current Leadership: Group Discussion [Athletic/Social/Religious Leaders]		Leadership Analysis #3
April 16	Final Group Presentations		
April 21	Final Group Presentations		
April 23	Final Group Presentations		
April 28	Final Group Presentations	Final Exam 9-10:50	

DISCLAIMER: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Appendix B - Instructor Course Notes

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January 6th [Class #1] Introduction to course; Leadership Overview; Group Assignments

1- Provide my background of leadership and why I enjoy it. [5 minutes]

2- Focus on Relationships and the dialogue within those relationships. [5 minutes]

3- Relationship Activity [30 minutes]

4- Review Syllabus [10- 15 minutes]

5- Discuss Leadership - Give everyone a leadership handout. Have them identify which statement they most agree with and the statement they least agree with. Then discuss as a class, noting which state recevied the most votes they agreed with and least agreed with. [20-25 minutes]

6- End class with a discussion on how to define leadership and have them each write their own definition to share for the next class period. [5 minutes]

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January 8th [Class #2] Purpose of Studying Leadership; Developing personal views of leadership

1- Turn in 1st Thought Paper

2- Review Chapter 1 of required text:
      a- Why study leadership?
            i. It has significant impact on the quality of our everyday lives [p. 8].
            ii. Enhance job opportunities [p. 10].
            iii. Involves everyone [p. 10].

      b- 11 people disagreed with everyone having a fundamental interest in leadership, why did so many disagree with this statement? [p. 3]

      c-   5 ways we can study leadership [p. 3]
            i. attempt to lead
            ii. observe leadership
            iii. talk about leadership
            iv. read about leadership
            v. write about leadership

            -Do you think these are the only five ways in which we study leadership?
            -Do you think any of these five ways are more important or more effective?
            -Are there other reasons you believe that we should study leadership?

      d- One major challenge to studying leadership is the broad spectrum of ideas about leadership. "There are almost as many different definitions of leadership as there are persons who have attempted to define it" Bernard Bass

            i. Stogdill [1st definition on handout]
            ii. Peters & Austin [2nd definition on handout]
            iii. Grint [Leadership as Person (WHO); Leadership as Results (WHAT); Leadership as Position (WHERE); Leadership as Process (HOW)]
            iv. ROST [an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes; 3 key elements 1) relationships based on multidi rectional influence; 2) there is more than one leader and one follower; 3) both leaders and followers work together]

      e- Three most often asked questions about leadership: [pp. 16-19]
            i. are leaders born or made?
            -Where does the class come down on this question?   Born_____   Made_____
            ii. what makes an effective leader? [five 'common sense' key elements: confidence; integrity; connection resilience; aspiration. Five scientific key elements: high internal locus;

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emotional maturity; socialized power motivation; achievement orientation; low need for affiliation]

-Define effective leadership for the class. Have everyone read their definition and everyone else listen for repeated phrases or concepts.

iii. What's the difference between leadership and management?
"If you just have management, it is boring. If you just have leadership, it is exciting, but it is scary. If you do both together, then people feel safe but excited at the same time."
Allan Lind [p. 19]

"Not all managers are leaders, and, equally, not all leaders are managers" Kotter [p. 18]

-Do you agree with the notion of leaders as the hero and managers as the villian?

f- Interesting things to note:
    i. introduction to leadership [p. 7]
    ii. exposed to other philosophies of leadership [p. 8]

3. Make assignments relative to final project.

Group One [April 16] Jon Mchaughtan, Jennifer Little, Alayna Ferrin, Dani Josephson
Group Two [April 21] Caleb Carling, Rachel Wilson, Stephanie Barlow, Liz Day
Group Three [April 23] Leesa Ricci, Tate Sorensen, Mike Wood, Liz Smith
Group Four [April 28] Mark Gabica, Sam Taylor, Whitney Behling, Emily Burt, Bri Johnson

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January 13th [Class #3] Leadership Theories and Research

1- *Introduction.* Have everyone in the class pick a muffin as they come in. They can't eat them until everyone arrives. On the bottom of the muffin with be either a leadership theory or the definition of a theory. Before they can eat their muffin, they must find their match. Then they should sit by their match.

2- Introduce three categories of leadership theory:
>   a- Nature vs. Nurture [The way leaders receive/gain leadership abilities]

>   b- Organizational Leadership [Outcome oriented theories]

>   c- Relational & Ethical leadership [People & value theories]

3- Place leadership theories into categories and discuss the positive & negative of each theory [this is only an introduction - theories in bold will be covered in more depth later in the course.

>   a- Transactional leadership
>>   This leadership style focuses on managing outcomes, getting the best results from within the system.
>   b- Transformational leadership
>>   This leadership style focuses on the needs of all team members. Through focusing on individuals, everyone wants to follow the ideals and practices of the leader.
>   c- charismatic leadership
>>   This leadership style focus on the ability of the leader to get others to follow and do as the leader suggests.
>   d- narcissistic leadership [autocratic leadership]
>>   This style of leadership focuses primarily on the leader and the leaders abilities.
>>   The Autocratic Leadership Style was first described by Lewin, Lippitt, and White in 1938 along with the democratic leadership and the laissez-faire leadership styles. The autocratic leadership style is sometimes referred to as the directive leadership style.

>>   The characteristics of an autocratic style include:

>>>   * Work methods that are dictated by the autocratic leader
>>>   * Limited employee participation in most aspects of work
>>>   * Unilateral decision making by the leader

>>   Lewin, Lippitt and White were one of the first to categorize leadership styles in terms of behavioral characteristics. Prior to their work, leadership traits were the focus of leadership studies.

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e- anti-narcissistic leadership [democratic leadership]

> This type of leadership style focuses on individuals and helping them be successful. The focus is turned away from the leader and to the followers.

> The democratic leader gives followers a vote in nearly every decision the team makes. The process involved with being a democratic leader is very time consuming because decisions are nearly always made together.

> The democratic leadership style is able to quickly build flexibility and responsibility and can help identify new ways to do things. This leadership style is best used when the followers are knowledgeable about the organization's process and change is needed. For example, this style is used when the leader needs to introduce fresh ideas into the organization to help with an old process.

f- Autonomous leadership [Laissez Faire leadership]

> This style of leadership is characterized by a high degree of independence from superiors and is reported to contribute slightly toward organizational effectiveness... [p. 77]

> The Laissez Faire Leadership Style was first described Lewin, Lippitt, and White in 1938 along with the autocratic leadership and the democratic leadership styles. The laissez faire style is sometimes described as a "hands off" leadership style because the leader provides little or no direction to the followers.

> The characteristics of the laissez faire style include:

> > * Allows followers to have complete freedom to make decisions concerning the completion of their work or ask questions of the leader
> > * The leader provides the followers with the materials they need to accomplish their goals and answers questions to the follower's questions

g- Follower-centric leadership

> These leadership styles shift the focus from the leader to the follower.

h- psychodynamic theory

> Encourages an analysis of the affective relationship between the leader and follower. It encourages us   to look to our past to identify deeply ingrained and recurrent patterns that might undermine our ability to become a fully effective and responsible leader and follower.

i- Social identity theory of leadership

> This theory proposes that the extent to which a leader is either selected or accepted by a particular group will depend on how 'prototypical' (i.e. representative) she or he is to that group.

j- Leader-Member exchange theory

> This theory, based on repeated empirical observation, argues that leader-follower relationships evolve through three distinct phases.

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k- Cross-Cultural leadership theory

> Leadership in which a leader endeavours to influence the activities and goals of a culturally diverse group by appealing to their systems of shared knowledge and meaning.

l- Executive Coaching

> This style of leadership is provided to a high-level executive by either a successful former executive or a management consultant. It has several advantages over formal training programmes: convenience, confidentiality, flexibility, and more personal attention.

m- Leadership categorization theory

> This theory suggests that the better the match between a perceived individual and the leadership concept held by the perceiver, the more likely it is that the perceiver actually 'sees' the individual as a leader.

n- Co-Leadership

> This was first coined by Hennan and Bennis in 1999 and is where two or more leaders in vertically contiguous positions share the responsibilities of leadership.

o- Upper Echelons Theory

> This theory suggests that leadership is an important ingredient or organizational performance; however the complexity of organizations makes it improbable that one leader alone will be able to exert great influence over all members of the organization.

p- Distributed Leadership

> This notion is that leadership - like power and like information - can be moved between people at differing levels of the organizational or societal hierarchy.

q- Level 5 leadership

> This theory suggests that a combination of humility and fierce resolve, will enhance leader credibility and achieve genuine empowerment and the motivation of followers to achieve optimum performance.

r- Authentic leadership

> This practice is grounded on moral and virtuous foundations.

s- Bureaucratic Leadership

> The Bureaucratic Leadership Style was one of three leadership styles described by Max Weber (1947) along with charismatic leadership and traditional leadership styles.   The bureaucratic leadership style is based on following normative rules and adhering to lines of authority.

> The characteristics of the bureaucratic style include:

> * Leaders impose strict and systematic discipline on the followers and demand business-like conduct in the workplace
> * Leaders are empowered via the office they hold - position power
> * Followers are promoted based on their ability to conform to the rules of the office
> * Follower should obey leaders because authority is bestowed upon the leader as part of their position in the company

> Weber was the first to distinguish between transactional leaders such as bureaucratic leaders and

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transformational leaders such as charismatic leaders. Weber also believed that most leaders exhibited characteristics of all three styles.

4- Leadership Research-

    a- Discuss what is currently happening with research and leadership theories
    b- Discuss how some leadership styles/theories are based on research and others are not
        i. discuss the pros and cons associated with non-research based theories and research based theories
    c- Discuss different methods that have been used to conduct research
        i. Multifactor leadership Questionnaire
        ii. Transformational leadership questionnaire
        iii. Perceived Leader Integrity Scale
    d- Discuss the positives/negatives and challenges associated with doing research within the context of leadership.

        i. Positives:
            -There is increased interest in leadership
            -They are starting to do more research

        ii. Negatives:
            -It is difficult to quantify because of the myriad of factors
            -Most of the research has been done in the US & with men

        iii. Challenges:
            -Time
            -Money
            -Interest [companies don't want to wait for the results of a study]

5- Review next week-
    a- reading chapter on Relational Dialectics Theory - good overview [PAPER DUE]
    b-

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January 15th [Class #4] Relational Dialectics Theory - Part 1

1. Turn in Reflection Papers

2. Get thoughts and discussion on the chapter they read from Wood.

3. Start Powerpoint

    - Review History of theory [Baxter/Montgomery]
    - Review previous authors on dialectical thinking

-Protagorus [490 BC]	"The first person who asserted t hat every issue has two opposing lines of argument.
-Socrates [469 BC]	"...regarded dialectic as the search for truth through reasoned discussion and the resolution of contradictory arguments."
-Plato [348 BC]	"...regarded dialectic as the search for truth through reasoned discussion and the resolution of contradictory arguments."
-Lao Tzu [100 BC]	Yin/Yang
-Heraclitus [475 BC]	"Truth in the unity of opposing forces"
- Hegel [1831]	"Everything concrete is embedded in a totality of what it is not"
-Marx [1883]	Dialectical materialsm - Read quote from book
-Bakhtin [1975]	Review book

-One of the foremost intellectual forces of the twentieth century
-Meaning of Text
-Monologue vs. Dialogue
  - "The essence of dialogue is its simultaneous differentiation from yet fusion with another. To enact dialogue, the parties need to fuse their perspectives while maintaining the uniqueness of their individual perspectives; the parties form a unity in conversation but only through two clearly differentiated voices. Dialogue, unlike monologue, is multivocal, that is it is characterized by the presence of at least two distinct voices."
-Centripetal vs. Centrifugal
-Binary vs. Multivocal [Do the human knot]
-Review four main thoughts behind Dialectics

    1. Contradiction [Have class move to one side of the room depending on which way they view certain societial issues]
    2. Change [Have them get up and sit by somebody different]
    3. Praxis [Move the class into the Centrum]
    4. Totality [Have everyone link arms and complete a task]

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January 20th [Class #5] Relational Dialectics Theory - Part 2

1. Turn in Reflection Papers

2. Review Dialectics and have class decide where RDT fits into the four major premises of Dialectics.
   a- contradiction [all of the above]
   b- change [Formal over Efficient; reciprocal; spiraling change NOT telelogical change]
   c- praxis [focus is on communication]
   d- Totality [all of the above]

3. Review the basics of RDT [See if people agree or diagree with the premises of RDT]
   a- Personal relationships are constituted in communication [Praxis & Totality]
      i. communication means - "verbal and nonverbal, vocal and nonvocal, intended and not intended, sincere and contrived" [baxter & Montgomery, 1996, p. 42].
   b- Centrifugal - Centripetal Dynamics [Verses simple binary oppositions]
      i. "personal close relationship, like all social systems, are always composed ob both fusion with and differentiation from, both centripetal and centrifugal foreces, both interdependence and independence. Within each is the seed of the other. From a relational dialectics perspective, bonding occurs in both interdependence with the other and independence from the other" [Baxter & Montgomery, 1996, p. 43].
   c- Formal Causation [The idea of how phenomena fit together]
   d- There is not a finite number of contradictions
   e- Couples "Act Into" a context [Praxis]
      "Communication is always situated in historical, environmental, cultural, relational, and individual chronotopes, or contexts" [Baxter & Montgomery, 1996, p. 44].
   f- Change is fundamentally indeterminate. [Change]
   g- Monologic, Dualism, Dialectical [Contradiction - Both/And]
      "Dialectical thinking is not directed toward a search for the 'happy mediums' of compromise and balance, but instead focuses on teh messier, less logical, and more inconsistent unfolding practices of the moment" [Baxter & Montgomery, 1996, p. 46].
   h- Openness vs. closedness, autonomy vs. connection, certainty vs. novelty.

   Second Generation Relational Dialectics
   i- Aesthetic Moments
      "Occasionally, parties can create a fleeting moment of wholeness in which competing fragments and disorder are temporarily united. These so called aesthetic moments create momentary consummation, completion, or wholeness in what is otherwise a fragmented life experience" [Baxter, 2004, p.186].

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5. Critiques of RDT
  a- too distanced from naturally occurring talk between relating parties.
  b- simplistic emphasis on only two voices at a time.
  c-lack of longitudinal focus.

"There are no ideal goals, no ultimate endings, no elegant end states of balance. There is only an indeterminate flow, full of unforeseeable potential that is realized in interaction. We think of this phenomenon as akin to an off-balance pendulum moving unsymmetrically through time at an irregular pace. This view, which is admittedly unmethodical and indefinite, necessarily follows from accepting the integrity of multiple, valid, and contradictory perspectives engaged in dialogue" [Baxter & Montgomery, 1996, p. 47].

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January 22nd Class #6] Leadership Skills: Effective management of relationships

1. Turn in Reflection Paper #4

2. Discuss possible dialectics that everyone came up with in Tuesday's class and how they impact leadership.

    -Note in the reading assignment [Collinson, 2005] highlights 16 different dialectics

3. Discuss the Reading [Collinson, 2005]. Identify how much this article identifies with RDT.
    a- Many if not most of current leadership theories focus on binary issues [Leader vs. Follower]

        -The first several pages really highlight the focus of leadership theory on leader vs. follower.

        In relation to this growing literature, Mumby (2005) observes that many studies still dichotomize power and resistance through 'an implicit binary opposition that privileges either organizational control processes or employee resistance to such mechanisms' (p. 20). [Collinson, 2005, p. 1427]

        Apparently opposing binaries can occur in many forms, including: rationality/emotion, material/symbolic, male/female, wealth/poverty, public/private, nature/nurture, production/consumption, home/work, theory/practice, quantitative/qualitative, micro/macro, change/stability and local/global. On the one hand, identifying structures, distinctions and boundaries is clearly important for making sense of the world, helping to create meaning and clarity (Surman, 2002). Language itself typically embodies dualistic understandings based on subject–object separations (e.g. 'leader' and 'follower'). Yet, on the other hand, problems arise when complex relations and interwoven processes are reduced to overly simplified binary op positions. [Collinson, 2005, p. 1421]

    b- Leadership relationships are not symmetrical, but instead are messy.
        Since asymmetrical power relations are always two-way, leaders will remain dependent to some extent on the led, while followers retain a degree of autonomy and discretion. In addition, if we re-think followers as knowledgeable agents, we can begin to see them as proactive, self-aware and knowing subjects who have at their disposal a repertoire of possible agencies within the workplace. Accordingly, dialectical power relations between leaders and followers are likely to be interdependent as well as asymmetrical, potentially contradictory and contested. [Collinson, 2005, p. 1422]

        It also suggests that leadership dynamics are typically more asymmetrical than the foregoing studies acknowledge. [Collinson, 2005, p. 1425]

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c- RDT is a valid and important means of understanding and practicing better leadership.

      i. leadership only exists in the interaction between leaders and followers (Grint, 2000) [as quoted in Collinson, 2005, p. 1423]. Remember Baxter's statement that Relationships are constituted in communication.

      ii. dialogue is how relationships are constructed [see pg. 1425].

      iii. unity of opposites/yin/yang [see pg. 1426].

      iv. Owned within dialogue [see pg. 1428].

      v. Praxis [see pg. 1428]

      vi. conclusion statement on value of dialectics and study of leadership [see pg. 1434].

4. Maintaining healthy relationships

    Question: If relationships are so important, how do we maintain healthy relationships within an organization? [Discuss as a class]

    Question: How could we promote healthy relationships if we were going into an organization and trying to train them on how to have healthy relationship? [Discuss as a class]

    Activity: Discuss possible way's to emphasize the importance of relationships within an organization.

    String Activity: Have everyone sit in a circle and pass string/rope to a person sitting on the opposite side of the circle. As they pass the string/rope they share one thing they like/admire about the person they are throwing the string/rope to. Continue until a good solid web exists among the group. Then discuss with the group they way they felt as they heard others giving them compliments [most people will feel good]. Discuss how the whole group feels after completing the activity and hearing all the compliments [agian the feeling should be positive]. Then have everyone kneel down, while holding their string/rope. Have one person, either an observer, on take the place of one person and hold their string, lie down in the center of the web [make sure they are supported by the string/rope]. Instruct that person to lay as stiff as they can. Then have the group lift that person several inches off the ground. You can move them several feet if desired. Set the person down and discuss how as an or ganization more is accomplished when we work together. We work better together when we feel good about ourselves and others, this is accomplished through good working relationships.

5. Discuss the idea brought out in the reading of leaders being hero's or villans. Display the powerpoint and have people vote on whether the leader is a hero of villian. Then discuss their first analysis paper and discussion.

Class Definition of Leadership
Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow.

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January 27th [Class #7] Leadership Theory: Transformational Leadership [Leader Centered Leadership]

1. Turn in Reflection Paper #5

2. Leader Identity vs. Leader Behavior

    a. Trait Approach - discredited

    Question: What is it that identifies a leader? [Jackson & Parry suggest it is behavior]

    b. Behavioral Approach

        i. Gender & Leadership

    Question: What does the research say about men and women? Does this support RDT?

        ii. Social Role Theory [We behave how people expect us to behave according to our gender. Example: Women will strive to be nurturing and caring, while men will be more task-focused, ambitious and competitive" [Jackson & Parry, 2008, p. 26].
        [Collinson, 2005, p. 1422]

3. The New Leadership [Weber, Burns, Bass] [Use Candy (Transactional) to get everyone to be on their best behavior for Suzanne. Use Enthusiasm and relating to individuals (Transformational) to encourage best behavior for Suzanne - then relate to these two types of leadership]

    a. Transformational leadership
    BURNS Transformational Leader recognizes and exploits an existing need or demand of a potential follower... (and) looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (p. 4).
    [Examples: Locke, Mill, Alexander, Luther, Castro, Lenin, Moses, Muhammad, Kennedy]

    BASS Transformational Leader - cites Burns' definition, the leader who recognizes the transactional needs in potential followers "but tends to go further, seeking to arouse and satisfy higher needs, to engage the full person of the follower ... to a higher level of need according to Maslow's (1954) hierarchy of needs" (Bass, 1985: 14).

    Transformational political leaders may also use their authority and power to radically reshape through coercive means the social and physical environment, thus destroying the old way of life and making way for a new one" (Bass, p. 18).
    [Examples: Moses, Martin Luther King, Jr., de Gaulle, Roosevelt, George Patton, Kennedy, Alexander the Great]

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b. Transactional Leadership

"Burns transactional leader approaches followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contribution." [Boje, 2000, http://business. nmsu.edu/~dboje/teaching/338/transformational_leadership.htm]

●[Examples: McCarthy, Roosevelt, Jefferson, Lenin, Johnson, de Gaulle]

"Bass transactional leader pursues a cost-benefit, economic exchange to meet subordinates; current material and psychic needs in return for 'contracted' serviced rendered by the subordinate". [Boje, 2000, http://business.nmsu.edu/~dboje/teaching/338/transformational_ leadership.htm]   ●[Examples: Johnson, Henry Ford]

"Henry Ford (did transform the auto industry as a visionary, but had much transactional behavior, such as rigid control over behavior, internal spies to enforce disciplinary rules, and prejudices such as being an anti-Semanticist and anti-intellectual, p. 28; affordable cars, p. 17; transformational leader Ford publicizes Jewish plot to control the world that was quite untrue, p. 18).

4. Leadership & Personality

Question: How much does personality play a role in quality leadership? [Read 1st paragraph on pg. 35 of Jackson & Parry].

a. Charismatic Leadership

-Limitations mentioned to study of Charismatic leadership

-Hero leadership

Question: Is this trait or behavioral? Is this Nature vs. Nurture, Organizational Leadership, or Relational & Ethical Leadership?

b. Narcissistic Leadership

Strenths- energize followers, generate large numbers of followers

Weaknessess- sensitive to criticism, poor listeners, lack empathy.

Research - Case study focused

Question: Is this trait or behavioral? Is this Nature vs. Nurture, Organizational Leadership, or Relational & Ethical Leadership?

c. The Anti-Narcissistic Leader

i. Level 5 leadership (Collins) [Read ending of pg. 37 and 1st paragraph on next page].

-Different from the "Loud and proud' charismatic leader, more humble, ethical.

Question: Where do some of the leaders you picked fit? [FDR; Lincoln; Thomas S. Monson; Kobe Bryant; Stalin; JFK; Mother Teresa; Barack Obama; Gordon B. Hinckley]

-Note: Discussing religious leaders is not about discussing their religion, but rather their leadership.

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February 10th [Class #11] Leadership Skills: [Leader Centered Leadership]

1. Review the previous two class periods, including cultural studies and business leaders

2. Identify that this activity is both an opportunity for the class to solidify the leader centered styles of leadership as well as learn a possible training method for organizations they will be involved with to help then understand styles of leadership, as well as personally to improve their own styles of leadership.

Split the class into the following groups:

GROUP ONE
Whitney Behling Doom sayer [Follower]
Emily Burt   Follower
Tate Sorensen   Pompous - Narcissictic
Liz Day   Alluring Leader - Charismatic
Mark Gabica   Saboteur [Follower]
Sam Taylor   Group Leader - Anti-Narcissictic [Level 5]
Bri Johnson   Team Leader - Transformational
Jennifer Little   Production Manager - Transactional
Heidi Wardle   Hidden Procrastinator [Follower]

GROUP TWO
Stephanie Barlow Hidden Procrastinator [Follower]
Liz Smith   Saboteur [Follower]
Caleb Carling   Group Leader - Anti-Narcissictic [Level 5]
Alayna Ferrin   Alluring Leader - Charismatic
Mike Wood   Team Leader - Transformational
Jon McNaughtan Pompous - Narcissictic
Danielle Josephson   Production Manager - Transactional
Leesa Ricci   Follower
Rachel Wilson   Follower

Outline: Have each group work to build the largest most stable tower. What ever they build will be moved to the front table, no more than two people can move it. They will have 15 minutes to complete the assignment. Remind them that they are not to tell anyone what there role is, simply act in their role as the group tries to complete the task.

Once complete: discuss the experience with the class. Ask the following types of questions: How did you feel during the activity? What were your frustrations?   Why do you think you were frustrated? As time permits have each group try a second time with everyone being a "typical follower" and one person [from the five styles] being the leader. Then have each person fill out the hand-out and then discuss.

3. Review syllabus and discuss midterm.

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February 12th [Class #12] Leadership Theory: [Follower Centered Leadership]

1. Collect Thought Paper #7

2. Have everyone complete the understanding quiz.

3. Discuss the lack of interest in followers and improving our ability as followers.
>   -57 to 1 Google items on leaders vs. followers
>   -5,000 books to six books on leadership vs. followership

4. Discuss the six theories or practices of leadership through the follower. Give personal definition and determine if the class agrees.

>   a. Followers as recipients of Leadership- The leader is everything - the follower is nothing.

>   b. Followers as moderators of Leadership- The leader rules - the follower's characteristics guide the leader.

>   c. Followers as substitutes of Leadership- Leadership isn't needed - followers do their own thing.

>   d. Followers as constructors of Leadership- The leader is only as good as followers perceive.

>>   i. The Romance of Leadership- A strong belief in the importance of leadership factors to the success/failure of an organization.

>>   ii. Pyschanalytic Theories- A systematic structure of theories concerning the relation of conscious and unconscious psychological processes.

>>   iii. Social Identity Theory- A leader is chosen if viewed by the group as prototypical.

>   e. Followers as Leaders- Everyone shares in the role of leader.

>>   i. co-leadership [two individuals]
>>   ii. shared leadership [leadership rotates]
>>   iii. distributed leadership [collective leadership]
>>   iv. no leadership

>   f. Followers as Co-Producers of leadership
>>   i. Leader-Member Exchange Theory [Relationships]

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February 17th [Class #13] Leadership Skills: [Follower Centered Leadership]

1. Finish discussion from previous class including followers as co-producers of leadership.

2. Set-up group bidding activity with four different groups, each group will practice one of the follwers as leaders models.
>   1. Followers as leaders [co-leadership]
>   2. Followers as co-producers of leadership
>   3. Followers as leaders [shared leadership]
>   4. Followers as recipients of leadership

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February 19th [Class #14] Relational Dialectics Theory Redefined

1. Help students have a clear understanding of RDT both as an interpersonal theory of communication and how it applies to leadership.

2. Use handout to clarify each of the tenets of RDT. Include practical examples of each.

Contradiction

- Oppositions are functionally defined as X and Y
  [Love & Hate; Trust & Suspicion]
- Contradictions are dependent on each other & are identified because of each other
  [We wouldn't know trust if we didn't know and understand suspicion]
- With RDT we can have both/and instead of either or [dynamic interplay of oppositions]
  [We can and do have both trust and suspicion]

  [ACTIVITY: Have two individuals hold the ends of a piece of string, one person or end will be labeled trust, the other person or end labeled suspicious. String a CD onto the nylon rope. Help the class understand how each end represents one side of the contradiction or dialectic and through our dialogue we position ourselves somewhere in the middle of these two opposing forces.]

Change:

- RDT focuses on how phenomena fit together in repeating patterns
  [This is a broader perspective of change in that X doesn't just cause Y, but rather X, Y and their others create change]
- Change is spiraling suggesting that there is some order, but we are never in the same place twice. We do not change to reach an ideal end state [anti-telelogical].
  [The example here could be dates, where date one might be dinner and a movie, date two is the same thing but a week later, they aren't the same because of the dialogue that has taken place; the same could be said for staff meetings, etc.]

  [ACTIVITY: Have two people take the nylon rope representing the dialectic of Trust and suspicion. Have the two of them carry on a discussion from the following situation. Person A (Trust) was seen

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talking with a person of the opposite gender the previous evening by Person B (Suspicious). Person B
is accusing person A of being dishonest in their relationship. Part way through the discussion. Person
Centers and indicates that they say Person A last night as well with this person and they were only
discussing a school matter. As the class discuss how person C affected the relationship.

Praxis:

- We are all actors AND reactive objects creating and managing dialectics in social life through our dialogue.
  [This is the idea that we have control over our contradictions, and at the same time we don't - use the
  previous activity to discuss the idea of praxis]

Totality:

- Contradictions are owned by our dialogue [they wouldn't exist without it].
  [Use the rope and have the two people not looking at each other, or talking and show how nothing happens if
  there isn't dialogue]
- Contradictions are interdependent creating a knot of messiness.
- Contradictions vary with location and circumstances.
  [The contradiction of trust and suspicion is different between two different people, we can't eliminate how
  variables of location and circumstances change dialectics.]

  [ACTIVITY: Have everyone in the class become the end of a contradiction with a CD in the middle. Place
  them over and under each other, have individual dialectics change (move the CD from one side to the other
  by raising or lowering the rope- notice how doing this effects other dialectics).

  [ACTIVITY: With the class paired into dialectics, give the following scenario: You make up the President's
council at a prestigious Western University. You are facing a 20% budget cut and must determine how you are going
to solve the problem. You have one thing that is most important to you (written on a ball). While acting the part of
your dialectic you must get the council to agree with your issue before you can place the ball in the completed basket!
Discuss the activity and how RDT indeed does help us understand our ability to work with others and get things ac-
complished.]

3. Have the class complete the back of the worksheet and turn it in!

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February 23rd [Class #15] Change Theory

1. Have each class member quickly tell the class what book they read for the mid-term, review what they learned, and if RDT could be applied to what they read.

2. Turn in midterm papers.

3. Introduce the idea of change in organizations by reviewing the notion, "nothing is as constant as change". Review the book who moved my cheese? Teach the six different types of change. As a class come up with examples of each type of change.

Planned: This is deliberate, conscious decision to improve the organization in some manner or perhaps to change the system in a deeper, more fundamental way.

Unplanned: The organization has to respond to some unanticipated external change, for example, creation of a whole new technology.

First-Order: where change occurs within a given system which itself remains unchanged.

Second-Order: where change occurs and changes the system itself.

Episodic: is used to group together organizational changes that tend to be infrequent, discontinuous, and intentional. The presumption is that episodic change occurs during periods of divergence when organizations are moving away from their equilibrium conditions. Divergence is the result of a growing misalignment between an inertial deep structure and perceived environmental demands. This form of change is labeled "episodic" because it tends to occur in distinct periods during which shifts are precipitated by external events such as technology change or internal events such as change in key personnel.

Continuous: The distinctive quality of continuous change is the idea that small continuous adjustments, created simultaneously across units, can cumulate and create substantial change. That scenario presumes tightly coupled interdependencies. When interdependencies loosen, these same continuous adjustments, not confined to smaller units, remain important as pockets of innovation that may prove appropriate in future environments.

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4. Review our resistance to change and the five suggestions to decrease resistance.

1. Have a well defined, clearly articulated need for change.
2. Support from Top Management.
3. Support from the Union leadership.
4. Employee involvement and participation.
5. Careful management of expectations about the benefits to be gained from the intervention.

5. Review six steps to implementing change and related theory.

Lewin's Change Process
1. Unfreeze
2. Changing behavior
3. Refreezing
4. Power Reinforcement [Top management support for any change effort] Example of vice-president.
5. Leadership Modeling
6. Re-Education

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February 25th [Class #16] Change Theory

1. Continue where we left of on the 23rd with Episodic & Continuous change.

Episodic: is used to group together organizational changes that tend to be infrequent, discontinuous, and intentional. The presumption is that episodic change occurs during periods of divergence when organizations are moving away from their equilibrium conditions. Divergence is the result of a growing misalignment between an inertial deep structure and perceived environmental demands. This form of change is labeled "episodic" because it tends to occur in distinct periods during which shifts are precipitated by external events such as technology change or internal events such as change in key personnel.

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3. Support from the Union leadership.
4. Employee involvement and participation.
5. Careful management of expectations about the benefits to be gained from the intervention.

3. Review six steps to implementing change and related theory.

Lewin's Change Process [This is really created and focused on change within an individual]
1. Unfreeze
2. Changing behavior
3. Refreezing

4. Power Reinforcement [Top management support for any change effort] Example of vice-president.
5. Leadership Modeling
6. Re-Education

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4. Application of change theory.

Split the class into four groups (final project groups). Give each group a scenario where change will take place in their organization. Have them as a group implement a plan for change using their knowledge of decreasing resistance and implementing change.

Scenario #1 - Meat packaging plant- introducing packaging of dry goods to increase profit
Scenario #2 - SUUSA- Funding & Scholarships cut
Scenario #3- Governor of State- Typhoon destroys 80% of state's largest city
Scenario #4- Floundering Electronics Company - New Ownership, create vision

Have each group present their scenario and how they would implement the necessary changes.

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March 3rd [Class #17] How Leadership holds us together

1. Collect thought papers.

2. Introduce the idea that "leadership [is] the 'glue' that holds all people together within in ... 'societies'." (Jackson & Parry, 2008, p. 83).

Read the first regular paragraph from chapter 5. Discuss the notion of leadership holding everything together. Discuss "leadership is a process that goes on between all people". Does this support the notion that RDT can help us understand leadership?

    a- co-leadership

-DEFINITION:	"two (or more) leaders in vertically contiguous positions who share the responsibilities of leadership" (Jackson & Parry, 2008, p. 83).
-EXAMPLES:	CEO-COO-CFO, President - Vice-President, managing director - artistic director, President Benson - Chief of Staff
	Is the US Government an examples of Co-Leadership?
-ARGUMENT:	"Collaborative leadership between team members is not necessary - and does not necessarily work - in all circumstances"
	vs.
	"Evidence suggests that groups make better decisions than individuals (Jackson & Parry, 2008, p. 85).
	Read the last paragraph on page 84. Discuss the class thoughts on co-leadership.

    b- distributed leadership

-DEFINITION:	"leadership - like power and like information - can be moved between people at differing levels of the organizational or societal hierarchy" (Jackson & Parry, 2008, p. 88).

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-Five Areas of Study: 1. Self-Leaders [see page 88]
2. Develop capacity in others [see page 88] Neither leader or follower centric models
3. Teach leadership skills
4. Discourse encourages or discourages distributed leadership [Level 5 Leadership contrasts this idea]
5. Technology

c- leaderless workgroups
    -DEFINITION: "Much of the responsibility and authority usually invested in a manager's position, is turned over to the team members" (Jackson & Parry, 2008, p. 92).

    -Key Points: -Barker's study showed that leadership work-groups created more structure and control, rather than less.
-Jackson & Parry view this as an oxy-moron.

d- team leadership
    -DEFINITION: "leadership...is a group-level construct, and looks at leadership 'by' the team rather than 'of' the team or 'in' the team" (Jackson & Parry, 2008, p. 94).

    -Key Points: -Think of it as an athletic team, when one player is injured, or not per forming, another player can take their place and the team can still be successful.
-Read last paragraph on page 95 and into page 96

Conclusion: "While there is plenty of support for these post-heroic or anti-heroic normative modes of leadership, there is still - as yet - a paucity of empirical models of organizations that have successfully crated and sustained distributed models of leadership over the longer term" (Jackson & Parry, 2008, p. 96).

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March 5th [Class #18] Leadership Skills, Moral leadership

1. Collect thought papers.

2. Discuss Authentic Leadership
      a- grounded on moral and vistuous foundations
3. Discuss The Art of Leadership
      a- a different perspective on leadership (focuses on studying leadership not just from a scientific perspective, but also from an arts perspective)
      b- philosophical arts, fine arts, martial arts, performing arts
      c- "Sense Making is when people understand the vision and are nor just following a plan" (Jackson & Parry, 2008, p. 106).
4. Discuss Leadership as Drama
      a- Everyone has a role to play
      b- Script
      c- Audience
      d- Costumes
      e- Plot
      f- Emotional impact

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March 10th [Class #19] Leadership Development: Variety of training Methods [Including Emotional Intelligence]

1. Collect thought papers.

2. Why Leadership Development (training)?

> "For many firms the training and development of managers and leaders is seen as a luxury, for others it is a necessary way of life. For some it is synonymous with expensive, formalized programmes, for others it is woven seamlessly into daily routines. Some argue that the best way to create management capability is via astute recruitment, reward and recognition policies, while others maintain that management training and development is the cornerstone of an organizations's HR strategy, the real litmus test of how highly it values its staff. There is probably some validity in all these views. However, for all the divergence of opinion, there is undoubtedly a growing recognition by both governments and organizations that the development of managerial talent cannot be left to others or to chance. There is a compelling belief that to engage in management development is somehow emblematic of being a progressive employer, that it will enhance market-place reputation and improve competitive performance" (Yukl, 2006, pp. 157-158).

3. Facilitate Strategic Change-
4. Build Learning Organizations-
5. Create Intercultural Competency-
6. Competency Frameworks-
7. Multi-Source Feedback (360 Degree Feedback)
8. Executive Coaching
9. Experiential Learning-
        a- Development Assessment Centers-
        b- Developmental Assignments-
        c- Action Learning-
        d- Mentoring-
        e- Outdoor Challenge Programmes
Emotional Intelligence-
Refection-
Direct Experience-
Theory Applied-

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March 12th [Class #20]

1. Provide example of both leadership training and the expectations for the final project.

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March 24th [Class #21] Leadership Analysis - Political Leaders

1. Identify which policitcal leaders were selected for review.

2. Discuss as a class the ways in which they collected dialogue from these political leaders.

3. Discuss wether RDT was a something that could be identified in the dialogue or if it couldn't.

4. Discuss President Obama and RDT
       a- Is there sufficient diaogue for RDT to apply to President Obama and the general public?

       b-Is there sifficient dialogue for RDT to apply to the Presidency at all?

5. If we were to draft a letter to President Obama, from our class giving him suggestions on leadership from an RDT perspective, what would we tell him.

6. Collect papers.

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March 26th [Class #22] Crisis Management

1. Collect Thought Papers

2. What is Crises Management?

Principles of crisis Management from Veteran Consultant Rick Amme: http://www.youtube.com/watch?v=_EQBVroYXck

1- Take care of the victim
2- Fix the problem
3- Tell the stake holders what is happening
4- Get back to Media while you can have an impact
5- Messages need to be Reassuring

Paul Anderson talks about sugarcoating bad news. [Dialectic of Openness vs. Closedness]

http://www.youtube.com/watch?v=CcSyq4e6eIA&feature=related

3. Crisis Examples - can we identify RDT as valuable in these situations?

http://www.poconorecord.com/apps/pbcs.dll/article?AID=/20080914/NEWS/809140330 [September 14, 2008]

Lead Paint scandal: Read from the Newspaper article and then show video from Youtube.

http://www.iht.com/articles/2007/08/28/business/mattel.php

Believability of Mattel CEO: http://www.youtube.com/watch?v=xH9O8JlvOe4&feature=PlayList&p=9793D51A7 2375D1B&index=0&playnext=1

September 11, 2001 - Read from Leadership by Rudolph W. Giuliani, pp. 3-8.

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March 31th [Class #23] Crises Management

1. Discuss current US situation with Auto makers
   Maynard, M. (2009, March 30). The steadfast optimist who oversaw G.M.'s long decline. The New
      York Times, pp. B1, B8.
   Saporito, B. & Szxzesny, J.R. (2009, March 30). Will wagoner's exit put GM on the road to recovery?
      Time Mobile.
   Vlasic, B. & Stolberg, S. G. (2009, March 30). Chairman of G.M. reportedly quits in a deal for aid.
      The New York Times, pp. A1, B8.

2. Further discuss Crisis Management by looking at the Apollo 13 Crisis.
      -View chapters 32, 35, & 39 of the movie Apollo 13.

3. Create crisis situation in class by giving students a set of supplies and having them move a marble from one side of the classroom to the other side in a set time limit.   Following discuss the experience focusing on challenges they faced and how they dealt with them and wether RDT played a role in their management of the crisis. Review six steps discussed the previous class period and see if class utilitzed any of these steps in managing their crisis.

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April 7th [Class #25] Values & Ethics

1. Collect Thought Papers [Allow late papers for those who didn't receive the chapter via email]

2. Discuss the meaning of values, value systems, and value congruence:

-Note that the SUU Mission/Vision statements include our goal to develop students "into productive, responsible citizens involves [and that involves] training and instilling ethics and values and the responsibilities one has toward others" (http://www.suu.edu/general/mission.html).

a- Values - *"Values are subjective assessments" (Shockley-Zalabak, 2006, p. 106).*

"Values also provide us with guidelines for behavior; in effect, they direct our behavior so that it is consistent with the achievement of the values or goals we have" (Joseph DeVito as quoted by Shockley-Zalabak, 2006, p. 106).

b- *Value Systems - see page 107, Shockley-Zalabak text.*

c- *Value Congruence - see page 109, Shockley-Zalabak text.*

d- *Personal Values Appraisal [handout from Shockley-Zalabak]*

3. Discuss the meaning of ethics and ethical communication.

a- *Ethics - "Ethics are the moral principles that guide our judgments about the good and bad, right and wrong, of communication, not just communication effectiveness or efficiency" (Shockley-Zalabak, 2006, p. 118).*

-*Read Johannesen on the difference between values and ethics (Shockley-Zalabak, 2006, p. 118).*

b- *Ethical Communication "supports individual choice based on accurate information about alternatives" (Shockley-Zalabak, 2006, p. 119).*

c- *Unethical Communication "prevents individuals from acquiring needed information important for choices" (Shockley-Zalabak, 2006, p. 119).*

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d- Ethical Behavior - [Shockley-Zalabak, 2006, p. 122]
>   i. Habit of search - Ethical communication that willingly explores the complexity of any issue or problem.
>   ii. Habit of Justice - Ethical communication that presents information as openly and fairly as possible with concern for message distortion.
>   iii. Habit of Public versus Private Motivations - Ethical communication based on sharing sources of information, special opinions, motivations, or biases that may influence positions.
>   iv. Habit of Respect for dissent - Ethical communication that encourages opposing viewpoints and arguments.

 - Question: Is government ethical by these definitions?

e- Ethical Conundrum - Shockley-Zalabak, 2006, p. 123]
>   i. Economic Performance - goals of profit.
>   ii. Competence - tangible or intangible assets that yield sustainable competitive advantage.
>   iii. Learning Organization - capacity to change strategies, tactics, or performances.
>   iv. Organization as Community - respect for rights and fulfillment of duty.

>   v. Whistle Blowing - the exposure of illegal behavior to organizational outsiders.

f- Ethical Dilemmas (Shockley-Zalabak, 2006, pp. 126-130)
>   i. representing Skills and Abilities
>   ii. Communication Behaviors related to money
>   iii. Communication Behaviors related to Information Collection and Dissemination
>   iv. Personal Communication Behaviors
>   v. Communication Behaviors and technology
>   vi. Planned Organizational Communication\

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April 9th [Class #26] Coaching

1. Collect Thought Papers

2. Discuss coaching

-Google search provides 13,700,000 hits on leadership coaching

Examples
http://lifeformingcoach.com/?redirect=tlc
http://www.todaysleadership.com/ [600% return on investment]
1. We view our clients as creative, resourceful and whole; not broken, bruised, and battered.

2. Action oriented. Plans, goals, and dreams are great, but ultimately if they are not accompanied by concrete actions they are worthless. We will work with you to lay out an overall Goal & Action Plan at the beginning of the coaching relationship along with creating specific Action Steps at the end of every coaching session.

3. Accountability and Truth telling. As coaches we will hold you accountable for your stated actions and goals. Our clients tell us this is part of the value we bring to the relationship. We work hard to tell our clients the truth—even when they don't like it and especially when they don't want to hear it.

4. Trust and Partnership. Every great coaching relationship is built on mutual trust between the Coach and Client. We truly view our coaching relationship as a partnership. We are not above or below our Clients, but rather beside them, walking along with them on their journey of assessing, planning, achieving their goals, and fulfillment.

5. Goal focused. Actions in the coaching relationship is created when the client develops and implements their S.M.A.R.T. goals—Specific, Measurable, Achievable, Realistic, and Timed. The coach holds the client ac countable to their S.M.A.R.T. goals and confirms the client's action plans at each coaching session.

6. Results driven. Ultimately, your coaching must produce actual results to be a worthwhile investment. Goals and results are set up at the beginning of the coaching relationship, are agreed upon by all parties, and must be measurable.

7. Confidentiality. What is said between the Coach and Client stays between them. We respect our clients and their privacy. While some clients have no problem telling others about their experience with a Coach, other people may not feel comfortable. Confidentiality on our part is assured.

8. Values based. We strongly believe happiness is not achieved by being rich, famous our powerful, but by living according to one's values. You can use coaching to clarify your values and learn how to live your life in accordance with them.

9. Focused on developing strengths. While every person has strengths and weaknesses, research indicates you will get much further ahead faster if you learn how to maximize your strengths rather than simply trying to shore up your weaknesses. Our coaching process will help you discover your key strengths and build your position or company around those strengths while learning how to delegate your areas of weakness to others.

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10. Integrity and honesty. Coaching is not a magic wand, nor is it a panacea to every problem. Coaching is simply one of the most powerful tools you can use to grow, develop, change, and lead. The coaches at Today's Leadership Coaching will treat you as a person of integrity and honesty and will refer you to other professionals if we do not believe we can help you effectively. In addition, our integrity and business philosophy dictate that we only work with individuals and companies who receive benefit from our coaching. Because of this, we offer something extremely rare in our industry—a 100% Satisfaction Guarantee.

http://www.ccl.org/leadership/coaching/index.aspx [Video]

3. Discuss how RDT relates to ethics and coaching.

Contradiction-

Change-

Praxis-

Totality-

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April 14th [Class #27] Leadership Analysis [Political/Social/Athletic]

1. Discuss the leaders that were selected and what if anything was learned from studying their leadership and dialogue.

2. Collect Analysis papers.

3. Have class identify objects from close-up photographs or put together a puzzle without the big picture. Discuss how lacking information or vision can make effective leadership difficult. Explain how RDT helps leaders see a bigger picture of their role in effective leadership - effective dialogue and relationships.

 -Have the class make a list of the things they've learned this semester from studying RDT.

4. Review class definition of leadership.

"Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow."

After what we've learned do we want change our definition? Are their two different definitions - the world vs. ideal?

 Personal definition of leadership:

 Before class: "Leadership is the ability to work with others toward the accomplishment of individual or group objectives. It is difficult to define but easy to recognize. Effective leadership requires flexibility, quality relationships, confidence, patience, effort and motivation."

 After class: "Leadership is the process of reaching goals. Everyone plays a role in leadership! Good quality leadership is best reached through the establishment of relationships built on effective dialogue. Good leadership begins with confidence and strong ethical standards, is strengthened through hard work and flexibility and is completed with enthusiasm."

5. Review final project and grading procedures.

Appendix C - Class Handouts

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1. Who is your favorite leader?

2. Why are you taking this course? (be honest)

3. What do you want to get out of this course?

4. How much time are you willing to put into this course?

5. What leadership positions do you currently hold?

Name:

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6. What has been your favorite leadership position and why?

7. What is your biggest fear/concern about this course? (you know you have them)

8. What has been your least favorite leadership position and why?

9. Name as many leadership positions as you can think of?

10. What do you think is the most important trait for a leader to possess?

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AVSFIRCBASL - Chapter 1 [1.8.09]

Why Leadership?

1.

2.

3.

Ways to study Leadership?

1.

2.

3.

4.

5.

Challenges with studying Leadership?

1.

2.

3.

4.

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Class definition of Leadership
[write down common phrases or principles]

3 most asked questions about Leadership?

1.

2.

3.

Group Assignments

Group One [April 16] Jon Mchaughtan, Jennifer Little, Alayna Ferrin, Dani Josephson
Group Two [April 21] Caleb Carling, Rachel Wilson, Stephanie Barlow, Liz Day
Group Three [April 23] Leesa Ricci, Tate Sorensen, Mike Wood, Liz Smith, Heidi Wardle
Group Four [April 28] Mark Gabica, Sam Taylor, Whitney Behling, Emily Burt, Bri Johnson

Topics in Communication
Applied Leadership
Research & Theory [1.13.09]

Nature vs. Nurture Leadership

Organizational Leadership

Relational & Ethical Leadership

Topics in Communication
Applied Leadership

Leadership Research

Positives

Negatives

Challenges

Topics in Communication
Applied Leadership

Relational Dialectic Theory [1.15.09]
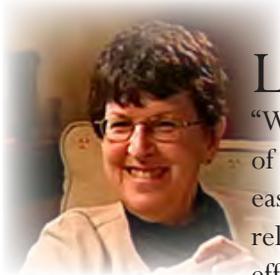
Leslie Baxter

"We have been seduced into the discourse of romance—to think that relating is easy. I don't think relating is easy. I think relating is effortful and I don't think the effort and investment work ever goes away."

Barbara Montgomery

"We are subject to cultural messages that tend to portray relationships as much simpler than they are, much more idealized than they are, much more smoothly unfolding than the are. Rather than aim for that ideal, I think we should enjoy the messiness of them."

History of Dialectics:

Protagoras

Socrates

Plato

Lao Tzu

Heraclitus

Hegel

Marx

Bakhtin

Topics in Communication
Applied Leadership

Contradiction:

Oppositions

Unity of Oppositions

Dynamic Interplay of Oppositions

Change:

Causation

Telelogical

Cyclical & Linear Indeterminacy & Spiraling Change

Praxis:

Totality:

Location of Contradictions

Interdependent

Context of dialectical Interplay

Topics in Communication
Applied Leadership
Relational Dialectic Theory [1.20.09]

Which side does Relational Dialectics take?

Contradiction

Logically Defined Oppositions   Functionally Defined Oppositions

Unity of Oppositions

Dynamic Interplay of Oppositions

Change

Causation- Efficient Cause   Causation- Formal Cause

Telelogical Change   Spiraling Change

Praxis

Context

Totality

Location, Interdependent
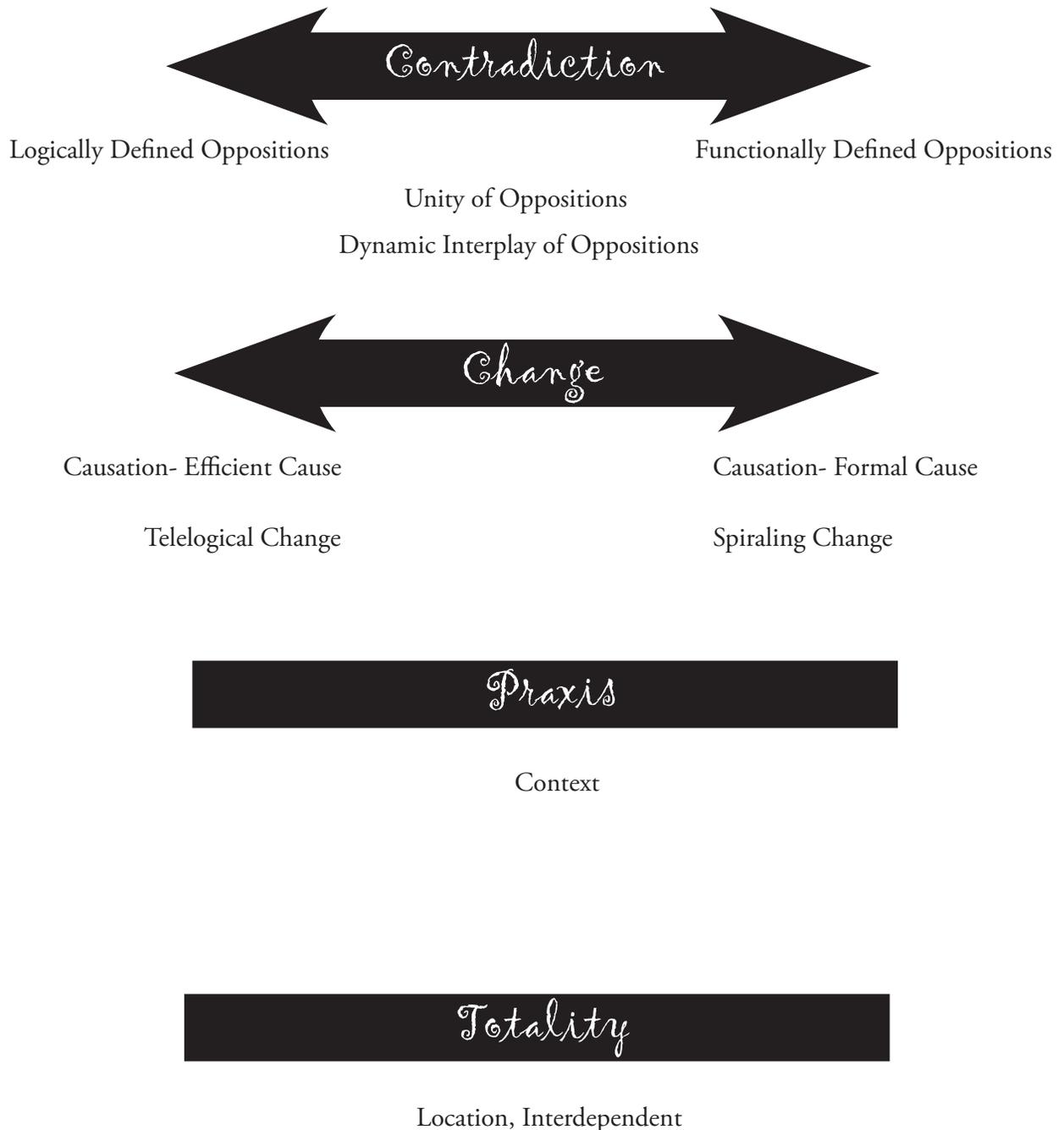
Topics in Communication
Applied Leadership

Key Components of Relational Dialectic Theory

a-

b-

"Personal close relationship, like all social systems, are always composed of both fusion with and differentiation from, both centripetal and centrifugal forces, both interdependence and independence. Within each is the seed of the other. From a relational dialectics perspective, bonding occurs in both interdependence with the other and independence from the other" [Baxter & Montgomery, 1996, p. 43].

c-

d-

e-

"Communication is always situated in historical, environmental, cultural, relational, and individual chronotopes, or contexts" [Baxter & Montgomery, 1996, p. 44].

f-

g-

"Dialectical thinking is not directed toward a search for the 'happy mediums' of compromise and balance, but instead focuses on teh messier, less logical, and more inconsistent unfolding practices of the moment" [Baxter & Montgomery, 1996, p. 46].

h-

Second Generation Relational Dialectics

i-

"Occasionally, parties can create a fleeting moment of wholeness in which competing fragments and disorder are temporarily united. These so called aesthetic moments create momentary con summation, completion, or wholeness in what is otherwise a fragmented life experience" [Baxter, 2004, p.186].

Critiques of RDT

a-

b-

c-

"There are no ideal goals, no ultimate endings, no elegant end states of balance. There is only an indeterminate flow, full of unforeseeable potential that is realized in interaction. We think of this phenomenon as akin to an off-balance pendulum moving unsymmetrically through time at an irregular pace. This view, which is admittedly unmethodical and indefinite, necessarily follows from accepting the integrity of multiple, valid, and contradictory perspectives engaged in dialogue" [Baxter & Montgomery, 1996, p. 47].

Topics in Communication
Applied Leadership

Dialectics in Leadership

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

3 Key points of Dialectics of Leadership

a-

b-

c-

Topics in Communication
Applied Leadership

Leadership Theory: Leader Centered
Leadership [1.27.09]

Leader Identify vs. Leader Behavior

    a-

    b-

The "New" Leadership

    a-

    b-

Topics in Communication
Applied Leadership

Leadership & Personality

a-

b-

c-

Topics in Communication
Applied Leadership
Current Leadership: Business Leaders
[2.3.09]

Does RDT apply to Business Leaders?

Examples of Business Leaders demonstrating RDT-

Examples of Business Leaders needing to understand RDT-

Do Business Leaders fall into a sterotype of leadership?
[Transformational, Transactional, Charismatic, Narcissistic, Anti-Narcissistic]

Topics in Communication
Applied Leadership

Top Five recommendations for Business Leaders:

[Remember to focus on RDT using your analysis of business leaders]

1-

2-

3-

4-

5-

Topics in Communication
Applied Leadership

Leadership Skills: Leader Centered
[2.10.09]

Leader Centered Leadership

The purpose of today's activity is to strengthen our understanding of leader center leadership practices. You should already have an understanding of each of these practices, today however we want to apply these practices in an actual experience and be able to apply real feelings and emotions associated with each style of leadership. List the strengths and weaknesses associated with each of the following practices based on your experiences with each style TODAY!

Transformational

Strengths   Weaknesses

Transformational

Strengths   Weaknesses

Charismatic

Strengths   Weaknesses

Topics in Communication
Applied Leadership

Narcissistic Leadership

Strengths   Weaknesses

Anti-Narcissistic Leadership [Level 5]

Strengths   Weaknesses

Best Practices

Which of the previous five styles do YOU think is the most effective? Why?

Topics in Communication
Applied Leadership

_____ Understanding Quiz _____
[2.12.09]

How much are you understanding?

1. In your own words define Relational Dialectics Theory?

2. True or False. Transactional leadership is a transformation in the attitudes and motivations and consequently behaviors of followers.

3. Does Relational Dialectics Theory suggest a belief in telelogical change [thesis - antithesis - synthesis]?

4. True or False. Relational Dialectics Theory suggests that the location of contradictions is in the dialogue.

5. Give an example of a charismatic leader and why you think they are charismatic.

6. What are t he characteristics of a narcissistic leader? [there are at least five]

7. A "level 5" leader is an example of what type of leader?

8. True or False. The authors of our text suggest there is a surprising amount of interest in followers.

9. True or False. Followers as managers is one of the five theories on followers suggested in chapter three of our text.

10. Is it more important to be a leader or a follower?

Topics in Communication
Applied Leadership

Relational Dialectics Theory

What is it? [in your own words]

What are the four components of RDT?

Do you think having an understanding of RDT can help us be better leaders [in the fullest sense of the word]? [Please explain your answer]

Topics in Communication
Applied Leadership

Leadership Theory: Follower Centered
[2.12.09]

Follower Centered Leadership

Six theories of Followership

1. Followers as recipients of Leadership

2. Followers as moderators of Leadership

3. Followers as substitutes of Leadership

Topics in Communication
Applied Leadership

4. Followers as constructors of Leadership

    a- The Romance of Leadership

    b- Pyschoanalytic Theories

    c- Social Identity Theory

5. Followers as Leaders

    a- Co-leadership

    b- Shared Leadership

    c- Distributed Leadership

    d- No Leadership

6. Followers as Co-Producers of Leadership

Topics in Communication
Applied Leadership

Purpose: The purpose of the activity is to help individuals recognize the importance of working collectively as a team among different departments within an organization. This activity is very versatile and can be used to help individuals focus on a number of different organizational issues. We will use the activity to help organizations recognize that there are different styles of followers. The activity should be followed by discussion and group activities to identify the most appropriate style of followers for their organization. This may also include an action plan for how to change organizational culture to incorporate the most effective style of followers.

Activity Description: You will need to split the group into four groups. Each group is given a "rounds" card. The moderator explains the scoring for each of the rounds [see below] indicating that the purpose is to earn as many points as possible [DO NOT MENTION whether they want to score points individually or collectively, just as many points as possible]. The moderator will then outline when groups will be given time to discuss their choice within their own groups and between groups. The scoring is set to create opportunities for individual groups to break away and score more points. This benefits their group, but hurts the collective. An incentive could be given to increase each groups desire to earn more points. After the five rounds, discuss individual points and collective points. Discuss how individual departments in an effort to get ahead, can hurt the remainder of the organization.

ROUNDS:
Round 1- Regular Scoring
        [Two minutes to talk quietly in their individual groups (no talking between groups)]
Round 2 - Regular Scoring
        [Two minutes to talk quietly in their individual groups (no taking between groups)]
Round 3 - Double Scoring
        [5-10 minutes to talke between groups, 3 minutes to talk quietly in their individual groups)]
Round 4 - Regular Scoring
        [Two minutes to talke quietly in their individual groups (no talking between groups)]
Round 5 - Scoring multiplied by ten
        [5-10 minutes to talke between groups, 3 minutes to talk quietly in their individual groups)]

Scoring:
All four teams write 1 = everyone earns 1 point
Three teams write 1, one team writes 2 = the team with 2 earns 4 points and the other teams lose 1 point
Two teams write 1, two teams write 2 = the teams with 1 lose 2 points, the teams with 2 win 3 points
Three teams write 2, one team writes 1 = the teams with 1 lose 7 points, the teams with 2 win 3 points
All four teams write 2 = all the teams lose 1 point

Rounds	Four 1's	Three 1's One 2	Two 1's Two 2's	One 1 Three 2's	Four 2's	Team 1	Team 2	Team 3	Team 4	All Teams
1	4	1	2	2	-4					
2	4	1	2	2	-4					
3 [x2]	8	2	4	4	-8					
4	4	1	2	2	-4					
5 [x10]	40	10	20	20	-40					
	60 points	15 points	30 points	30 points	-60 points					

Rounds Cards

Round 1	Round 2	Round 3 [x2]	Round 4	Round 5 [x 10]
Score:	Score:	Score:	Score:	Score:
	Total Score:	Total Score:	Total Score:	Total Score:

Round 1	Round 2	Round 3 [x2]	Round 4	Round 5 [x 10]
Score:	Score:	Score:	Score:	Score:
	Total Score:	Total Score:	Total Score:	Total Score:

Round 1	Round 2	Round 3 [x2]	Round 4	Round 5 [x 10]
Score:	Score:	Score:	Score:	Score:
	Total Score:	Total Score:	Total Score:	Total Score:

Round 1	Round 2	Round 3 [x2]	Round 4	Round 5 [x 10]
Score:	Score:	Score:	Score:	Score:
	Total Score:	Total Score:	Total Score:	Total Score:

Four 1's
= each team earns 1 point

Three 1's & One 2
= 1's lose 1 point, 2 earns 4 points

Two 1's & Two 2's
= 1's lose 2 points, 2's earns 3 points

One 1 & Three 2's
= 1 loses 7 points, 2's earns 3 points

Four 2's
= each team loses 1 point

Topics in Communication
Applied Leadership

RDT Redefined [2.19.09]

C. C. P. T. [Cedar City Public Transportation]

Contradiction

- Oppositions are functionally defined as X and Y
- Contradictions are dependent on each other & are identified because of each other
- With RDT we can have both/and instead of either or [dynamic interplay of oppositions]

Change:

- RDT focuses on how phenomena fit together in repeating patterns
- Change is spiraling suggesting that there is some order, but we are never in the same place twice. We do not change to reach an ideal end state [anti-telelogical].

Praxis:

- We are all actors AND reactive objects creating and managing dialectics in social life through our dialogue.

Totality:

- Contradictions are owned by our dialogue [they wouldn't exist without it].
- Contradictions are interdependent creating a knot of messiness.
- Contradictions vary with location and circumstances.

Notes:

Topics in Communication
Applied Leadership

Change Theory [2.24.09]

Types of Change

Planned:

Unplanned:

First-Order:

Second-Order:

Episodic:

Continuous:

Topics in Communication
Applied Leadership

Resistance to Change

1-

2-

3-

4-

5-

Implementing Change

1-

2-

3-

4-

5-

6-

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Topics in Communication
Applied Leadership

Change Happens!

NWUSA

You are the student leaders of North Western Univeristy Student Association. You were elected just 3 months earlier and are getting ready to start your year. Just two weeks before school starts, you learn that because of the bad economy and struggling enrollment your student budget is going to be cut by 50 percent. You have already ordered many items for the start of the new school year [T-shirts, spirit stix, etc]. You have a student body of 5,000 students and serve them with more than 125 clubs and organizations. Your constitution requires that you balance your budget and not spend more than you have. As a smaller campus, you've struggled particularly with school spirit, but have made herculean improvements over the previous three years. You don't want to see the changes diminished with the lack of resources and budget.

The Vice-President for Student Services [Jared] has asked that you meet, as student leaders, and propose what changes you are going to make and how you plan to meet your goals with greatly reduced resources.

How do YOU deal with it?

Topics in Communication
Applied Leadership

Change Happens!

Gordon's Packaging

You are the managers of Gordon's Packaging. For 35 years you have been packaging various types of meat products, including hamburger, sausage, bacon and other types of meats. With the economic downturn, the owners have decided to start packaging dry goods as well to increase profitability.

To implement this new change, Gordon's packaging will spend $1.3 million dollars on new equipment, but in just the first year alone, they will increase the companies profitability margin by 45%. However, making the change will mean the employee's will need to change their routine dramatically. There will be increased challenges of switching between meats and dry goods, it will mean new training for almost every employee.

The owner of the company [Jared] has requested that you, as managers, propose how to implement the necessary changes.

How do YOU deal with it?

Topics in Communication
Applied Leadership

Change Happens!

Flordia Governor

You make up the Governor's cabinet. You have been serving in your positions for almost three years. Things seem to be going pretty well in your state, when unexpectedly a strong storm enters the state from the East. The storm hits a bulls eye in Jacksonville. With some advance warning, 65% of the residents were able to leave before the storm hit. After the storm moves on, you learn that 75% of the cities infrastructure has been greatly damaged or destroyed. There is no power, no drinkable water, and thousands of casualties.

Flordia is used to dealing with harsh weather and natural disasters, but this is the largest disaster in the state's history. The Governor [Jared] has called an emergency cabinet meeting to discuss how the state will deal with the necessary changes that will take place. He has specifically asked that you present both a short term list of action items as well as a long term plan to deal with the necessary changes.

How do YOU deal with it?

Topics in Communication
Applied Leadership

Change Happens!

Lightning Electronics

You are the board of directors for the floundering company, Lightning Electronics. LE is an old company first started in the early 1920's. The company was started with the intent of providing electronics gadgets at an affordable price. Over the years, the company has been sold more than 16 times. With each new owner, the company has picked up different items to where now you can buy almost any product available that uses power. In 2008, LE saw one of it's worst years in it's almost 90 year history. As a result, it was sold again.

As a publicly traded company, you make up the board of directors. Tired of seeing your own stock prices drop you are determined to turn things around within the company. The CEO [Jared] has asked that you as a board develop a strategy to change LE into a top 10 electronics store within the next three years. He has asked that you provide a detailed summary of the changes that need to be made and how they will be implemented.

How do YOU deal with it?

Topics in Communication
Applied Leadership
Leadership Styles: Shared Leadership
[3.3.09]

Leadership as the 'glue' that holds all these people together within those 'societies'.

Co-leadership–

Distributed Leadership–

1-

2-

3-

4-

5-

Topics in Communication
Applied Leadership

Leaderless Workgroups—

Team Leadership—

References

Jackson, B. & Parry, K. (2008). *A very short, fairly interesting and reasonably cheap book about studying leadership.*
    Thousand Oaks, CA: Sage.

Topics in Communication
Applied Leadership
Leadership Skills [3.5.09]

Authentic Leadership-

The Art of leadership-

Sense Making-

Topics in Communication
Applied Leadership

Leadership as Drama-

References

Jackson, B. & Parry, K. (2008). *A very short, fairly interesting and reasonably cheap book about studying leadership.*

Thousand Oaks, CA: Sage.

Topics in Communication
Applied Leadership

_____ Leadership Development _____
[3.10.09]

Why Leadership Development?

"For many firms the training and development of managers and leaders is seen as a luxury, for others it is a necessary way of life. For some it is synonymous with expensive, formalized programmes, for others it is woven seamlessly into daily routines. Some argue that the best way to create management capability is via astute recruitment, reward and recognition policies, while others maintain that management training and development is the cornerstone of an organizations's HR strategy, the real litmus test of how highly it values its staff. There is probably some validity in all these views. However, for all the divergence of opinion, there is undoubtedly a growing recognition by both governments and organizations that the development of managerial talent cannot be left to others or to chance. There is a compelling belief that to engage in management development is somehow emblematic of being a progressive employer, that it will enhance market-place reputation and improve competitive performance" (Yukl, 2006, pp. 157-158).

Facilitate Strategic Change

Build Learning Organizations

Create Intercultural Competency

Competency Frameworks-

Topics in Communication

Applied Leadership

360 Degree Feedback-

Executive Coaching-

Experiential Learning-

Development Assessment Centers-

Developmental Assignments-

Action Learning-

Mentoring-

Outdoor Challenge Programmes

Topics in Communication
Applied Leadership

Emotional Intelligence–

Refection–

Direct Experience–

Theory Applied–

References

Jackson, B. & Parry, K. (2008). *A very short, fairly interesting and reasonably cheap book about studying leadership.*

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Yukl, G. A. (2006). *Leadership in Organizations* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Jared Wilcken
Final Project
3/12/2009

Using Relational Dialectic Theory to Improve Organizational Performance

Kouzes & Posner suggest that in their leadership research there was "a very clear message that wove itself throughout every situation and every action. The message was leadership is a relationship" (2007, p.24). One of the challenges that is faced in leadership development today is the notion that one person can save or destroy a company. Jackson and Parry (2008) suggest a need to recognize that leadership is a combination between all individuals within organizations. Therefore they suggest that is would "make sense to extend leadership development activities to include followers as well as leaders" (pp.121-122).

With this intent in mind this leadership training session has been focused on helping all individuals understand the value and role they play in helping to maintain a quality organization. This will be accomplished both through application of Relational Dialectics Theory and hands on opportunities to see the theory in action.

References

Jackson, B. & Parry, K. (2008). *A very short, fairly interesting and reasonably cheap book about study-ing*
    leadership. Thousand Oaks, CA: Sage.

Kouzesk, J. M., & Posner, B. Z. (2007). The leadership challenge.(4th ed.). San Francisco: Jossey-

    Bass.

Dialogue

Write down every piece of dialogue you remember hearing during the activity.	Write down every piece of dialogue you remember saying during the activity.
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧
❧	❧

di-a-logue [dahy-uh-lawg] noun. conversation between two or more persons

Dialogue

creates conflicts/tensions →

tensions
are
interrelated
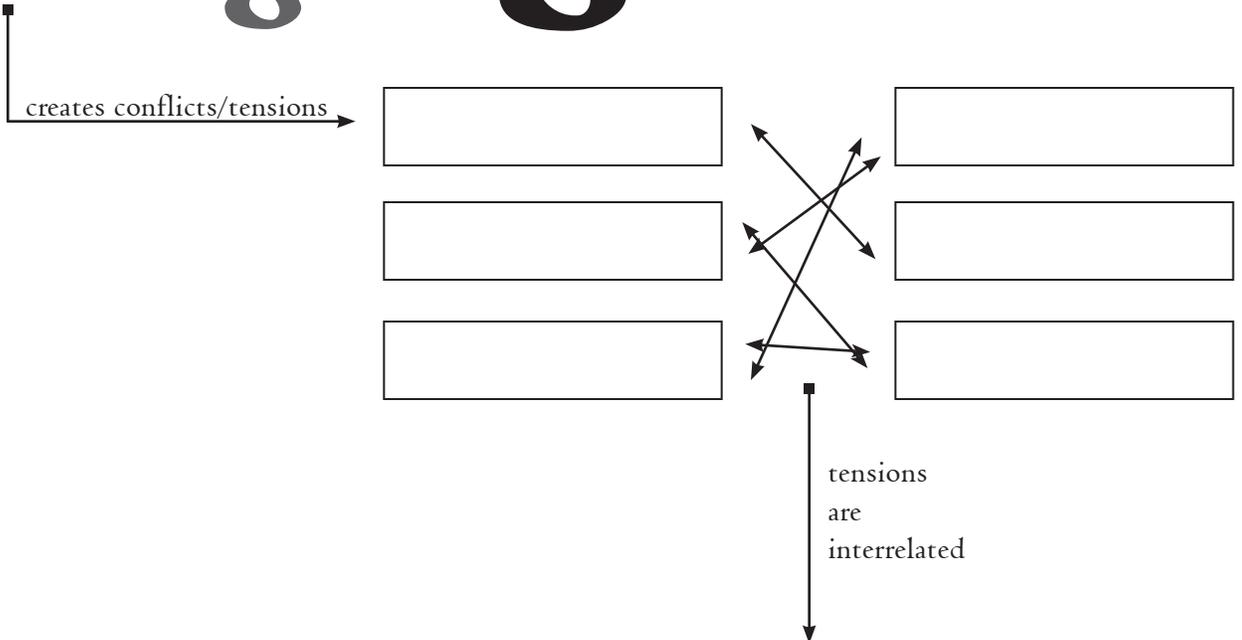
Person A   **Person B**   **Person C**   **Person D**
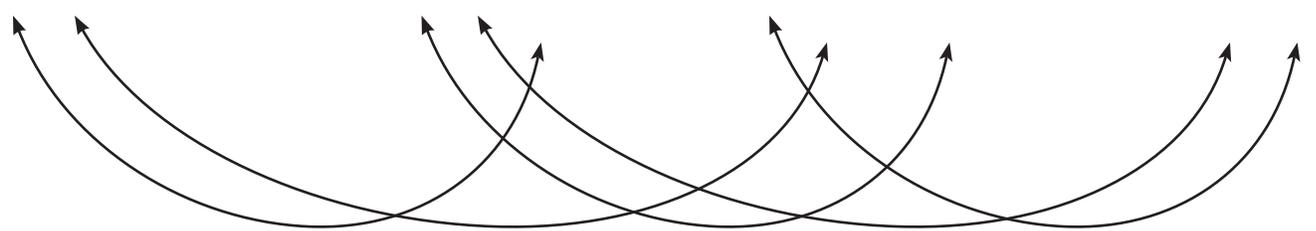
Change   Change   Change   Change   CHANGE

Who is the Leader?

How does understanding RDT help us perform better as a class?

Using Relational Dialectic Theory to Improve Organizational Performance

Outcomes:

•Understand how principles of Relational Dialectic Theory apply to organizational leadership and how this understanding can help individuals perform their functions better.

Activity:

• Have team complete a bridge from point A to point B using a piece of wood. Some of the wood will not be helpful, creating an opportunity for dialogue between members of the organization. Some dialogue might be positive some might be negative. As the facilitator try to remember the dialogue that was shared. Half way through the activity change either the direction, length or assignment of the activity.   It may be necessary to give the participants a time limit.

Theory:

•RDT, explain dialectics, change, praxis, totality.

Application:

•Complete the worksheet to identify each element of the theory in practical application to the activity.

Topics in Communication
Applied Leadership
Crisis Management & RDT
[3.26.09]

Crisis Management?

1-

2-

3-

4-

5-

6-

Crisis Examples- [Does RDT fit?]

Priest Crisis-

Lead Paint Crisis-

Scholarship Crisis-

9/11 Crisis-

Topics in Communication
Applied Leadership

References

Barton, L. (1993). *Crisis in organizations: Managing and communicating in the heat of chaos.* Cincinnati:
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Giuliani, R.W. (2002). *Leadership.* New York: Hyperion.
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Topics in Communication
Applied Leadership
Values & Ethics [4.7.09]

Values-

Definition-

Value Systems-

Value Congruence-

Ethics-

Definition-

Ethical Communication-

Ethical Behavior-

    Four Habits:
    1.

    2.

    3.

    4.

Topics in Communication
Applied Leadership

Ethics in Leadership

Disaster Repreparations

In the aftermath of the September 11 2001 terrorist attacks, the United States Congress passed the Victim Compensation Fund, which provided monetary compensation to the families of victims of the Sept. 11th attacks, as part of the Air Transportation Safety and System Stabilization Act,, which was passed and signed into law on September 22, 2001. The legislation provided funding for the families of victims to be compensated on the basis of projected lifetime income in much the same way that they would have been compensated in successful lawsuits. In order to be eligible to receive aid from the fund, the families had to waive their right to sue the airlines for damages. The principal purpose of the legislation was the save the airlines from economic ruin after the terrorist attacks. If the families of the victims sued the airlines, so Congress reasoned, the airlines would quickly collapse, having already been weakened by the reduced air travel after September 11. If the airlines collapsed, the United States economy would be devastated.

Victims of other disasters quickly complained of the inequity. The families of victims in the Oklahoma City bombing pointed out that they, too, were victims of a terrorist attack. The victims of families of victims of the first attack against the World Trade Center, in 1993, pointed out that they were victims of an attack against the same building by the same organization. What of victims of attacks against United States embassies, or against the USS Cole? The list grows quickly, and the similarities seem greater than the differences.

Nor has there been unity within the ranks of the families of victims. Basing awards on presumptive earning power, the government appeared ready to provide much bigger awards to some than others. Furthermore, offsetting benefits such as insurance policies were deducted from the award, even though in some cases these other benefits were not in fact paid to the families.

This raises a number of fundamental questions about responsibility, both individual and government. To what extent is the federal government responsible to the families of victims of terrorist attacks? What principles guide your decision in this case? How do these principles then apply to victims of other disasters—crime victims, natural disaster victims, victims of industrial accidents, etc.

Source: http://ethics.sandiego.edu/resources/cases/Detail.asp?ID=94

Topics in Communication
Applied Leadership

Ethics in Leadership

Financial Aid

Until 1993 Carleton College, in Northfield, Minnesota, did not take a student's ability to pay tuition and living expenses into account in making admissions decisions. That year, however, Carleton changed its policy. It adopted a system, now used by numerous other colleges and universities, under which the college admits as many students without looking at need as its financial aid budget allows, offering these students enough money to attend. When the aid budget is exhausted Carleton then only admits students who need a grant of $2,000 or less to pay the $25,610 that, at this time, a person needs to cover tuition and living expense costs at Carleton. Under this policy, Carleton took a student's ability to pay into account for the final 5% of admitted students in 1994, and for the final 9% in 1995 and 1996. At the time Carleton changed its policy the financial aid budget comprised one fifth of the school's annual expenditures, and the budget for financial aid had increased 38% from the previous year.

Is Carleton's policy fair or unfair? Explain your answer.

Source: http://ethics.sandiego.edu/resources/cases/Detail.asp?ID=21

Topics in Communication
Applied Leadership

Ethics in Leadership

Health Benefits for Fetuses

In the fall, 2002, the federal government of the United States instituted a new rule to the State Children's Health Insurance Program (S-CHIP), allowing "unborn children" to qualify for health benefits. Supporters of this change maintained that it was an important step forward in improving prenatal care. This includes the fetuses of women who are illegal immigrants, although the women themselves and their immigrant children not born in the United States are not covered by such insurance. Proponents of the new ruling point out that, once these fetuses are born, they will be U. S. citizens if they are born in the United States.

Supporters of this rule say this is not a issue about abortion at all, but about prenatal care. Indeed, they maintain that abortion-rights activists who oppose this rule are in fact diminishing the quality of prenatal care that immigrant women would receive.

Questions: Should federally-funded health care benefits be extended to fetuses or unborn children? (Note that the same in which this question is phrased can prejudice the outcome.) Why or why not? What implications does your view on this issue have for your views on abortion?

Source: http://ethics.sandiego.edu/resources/cases/Detail.asp?ID=88

Topics in Communication
Applied Leadership

Ethics in Leadership

Torture

The United Nations Committee against torture recently condemned Israel's methods of questioning terrorism suspects, which often involve, among other things, forcefully shaking detainees, the use of painful restraints, and sleep deprivation. Defenders of Israel's methods counter that over the past four years more than 200 Israelis have been killed by terrorists. They also contend that in the last two years, Israel's secret service, the Shin Bet, has prevented ninety planned terrorist attacks, often through the use of what the Shin Bet terms, "moderate physical pressure" in questioning suspects. Furthermore, the defenders of Israel's methods note that Israel lives in what Israeli Prime Minister Benjamin Netanyahu calls, "a very tough neighborhood," in which its adversaries often go much further than Israel in applying force to detainees.

Is the use of physical force when questioning individuals suspected of terrorist activity justified under the kinds of conditions that currently exist in Israel? If so, why? If not, why not?

Source: http://ethics.sandiego.edu/resources/cases/Detail.asp?ID=13

Topics in Communication
Applied Leadership

The Ethical Conundrum

    1.

    2.

    3.

    4.

    Whistle Blowing-

Ethical Dilemmas-

    1.

    2.

    3.

    4.

    5.

    6.

References

Shockley-Zalabak, P.S. (2006). *Fundamentals of organizational communication (6th ed.)*. Boston, MA: Pearson.

Topics in Communication
Applied Leadership

Instructions: Read the following twenty-four statements, which indicate six defined values. Circle the number for each statement that is most descriptive of you. Use this scale:

4=definitely true
3=mostly true
3=undecided whether statement is true or false
1=mostly false
0=definitely false

1. I intend to retire by age fifty with enough money to live the good life.	4	3	2	1	0
2. I take pleasure in decision making, particularly when other individuals are involved.	4	3	2	1	0
3. I enjoy now, or have enjoyed in the past, a close relationship with one or both of my parents.	4	3	2	1	0
4. I especially enjoy and appreciate beauty and beautiful objects, events, or things.	4	3	2	1	0
5. I enjoy creating projects of my own.	4	3	2	1	0
6. I feel a rich life has many friends and much friendship in it.	4	3	2	1	0
7. I am most valuable to clubs and groups when I am an officer rather than just a member of the group.	4	3	2	1	0
8. I enjoy both giving and going to parties.	4	3	2	1	0
9. I would choose a class in art, drawing, or sculpture over a class in math.	4	3	2	1	0
10. I think holidays should be spent with family and close relatives.	4	3	2	1	0
11. I like fine things and have expensive tastes.	4	3	2	1	0
12. I think decorating one's apartment or house is a fun thing to do.	4	3	2	1	0
13. I expect to earn more money than the common person on the street.	4	3	2	1	0
14. I take pleasure in buying special gifts for members of my family.	4	3	2	1	0
15. I am often considered a take-charge type of person in small groups and organizations.	4	3	2	1	0
16. Had I the talent, I would write, draw, or create art of some kind.	4	3	2	1	0
17. I have a close friend with whom I talk about almost everything.	4	3	2	1	0
18. I enjoy owning good music, literature, and artwork.	4	3	2	1	0
19. I think is is good and fun to make something out of nothing.	4	3	2	1	0
20. I agree with the phrase that money can't buy happiness but it sure makes life much more comfortable.	4	3	2	1	0
21. I think that spending time with one's family is an activity that is both necessary and enjoyable.	4	3	2	1	0
22. I often have to aid those close to me in making choices regarding both important and unimportant things in life.	4	3	2	1	0
23. I would give up sleep in order to spend time with some good friends.	4	3	2	1	0
24. When I see a new building or house, I first think about how it looks and then how it will be used.	4	3	2	1	0

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1_____	2_____	3_____	4_____	5_____	6_____
11_____	7_____	10_____	9_____	12_____	8_____
13_____	15_____	14_____	18_____	16_____	17_____
20_____	22_____	21_____	24_____	19_____	23_____
Total_____	Total_____	Total_____	Total_____	Total_____	Total_____

Values Appraisal exercise taken from Shockley-Zalabak, 2006, pp. 115-116, 137). This scale was prepared and tested by Sherwyn P. Morreale.

Topics in Communication
Applied Leadership
Coaching [4.9.09]

Coaching-

Definition-

Types of Coaching-

1.

2.

3.

4.

5.

6.

References

Coaching (2009). http://en.wikipedia.org/wiki/Coaching

Western, S. (2008). *Leadership a critical text.* Thousand Oaks, CA: Sage.

Topics in Communication
Applied Leadership
Leadership [4/14/2009]

What principles have you learned about leadership from this course?

_____

_____

_____

_____

_____

"Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow."

Topics in Communication
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———————————————— Final Project ————————————————

The final project will be graded using a 360 degree feedback. The final project is worth 400 points. 100 points will be based on the evaluations of those who presented with you and how much you helped create the final project. 100 points will be based on how those who go through your training rate your training. The final 200 points will be given by me based on your training and the support materials turned in. The following are the questions that will be answered by everyone in their evaluations.

Group Members:
1= I agree with the statement   5= Neutral   10= I disagree with the statement

1. Was [name] an equal participant in planning your final project?
1   2   3   4   5   6   7   8   9   10

2. Was [name] an equal participant in putting your final project together?
1   2   3   4   5   6   7   8   9   10

3. Was [name] an equal participant in presenting your final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give this participant in your group? _____

5. Comments:

Training recipients:
Using a 10 point system give the group a total score from the following areas:
10= They couldn't have improved. They were perfect.
5= They were average.
1= They need a lot of improvement.

1. I was able to understand the information presented. Score_____
2. After the training I understood leadership better than before the training. Score_____
3. The group used RDT to help me understand leadership. Score _____
4. Everyone in the group was equally involved in the training. Score_____
5. I left the training wanting to be a better leader. Score_____
6. I left the training with a clear understanding of what I could do to be a better leader. Score_____

Instructor:
Equal Responsibility - 50 points
Quality Presentation - 50 points
Final Summary Report - 100 points
*All grading will be focused on effective use of RDT in training.

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Group One

Name:

Using a 10 point system give the group a total score from the following areas:

10= They couldn't have improved. They were perfect.

5= They were average.

1= They need a lot of improvement.

1. I was able to understand the information presented. Score_____

2. After the training I understood leadership better than before the training. Score_____

3. The group used RDT to help me understand leadership. Score _____

4. Everyone in the group was equally involved in the training. Score_____

5. I left the training wanting to be a better leader. Score_____

6. I left the training with a clear understanding of what I could do to be a better leader. Score_____

Comments:_____

_____

_____

_____

_____

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_____

_____

"Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow."

Topics in Communication
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———— Final Group Presentations - Group Participants ————
Group One

This evaluation will be used to determine how well everyone in your group participated. Please be honest in reporting how each member of your contributed.

Group Members:
1= I agree with the statement
5= Neutral
10= I disagree with the statement

Student One
1. Caleb was an equal participant in planning our final project?
1   2   3   4   5   6   7   8   9   10

2. Caleb was an equal participant in putting our final project together?
1   2   3   4   5   6   7   8   9   10

3. Caleb was an equal participant in presenting our final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give Caleb for his participation in your group? _____

5. Comments:

Student Two
1. Rachel was an equal participant in planning our final project?
1   2   3   4   5   6   7   8   9   10

2. Rachel was an equal participant in putting our final project together?
1   2   3   4   5   6   7   8   9   10

3. Rachel was an equal participant in presenting our final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give Rachel for her participation in your group? _____

5. Comments:

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—————— Final Group Presentations - Group Participants ——————
Group One

Student Three

1. Stephanie was an equal participant in planning our final project?
1   2   3   4   5   6   7   8   9   10

2. Stephanie was an equal participant in putting our final project together?
1   2   3   4   5   6   7   8   9   10

3. Stephanie was an equal participant in presenting our final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give Stephanie for her participation in your group? _____

5. Comments:

Student Four

1. Liz was an equal participant in planning our final project?
1   2   3   4   5   6   7   8   9   10

2. Liz was an equal participant in putting our final project together?
1   2   3   4   5   6   7   8   9   10

3. Liz was an equal participant in presenting our final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give Liz for her participation in your group? _____

5. Comments:

Student Five

1. Liz was an equal participant in planning our final project?
1   2   3   4   5   6   7   8   9   10

2. Liz was an equal participant in putting our final project together?
1   2   3   4   5   6   7   8   9   10

3. Liz was an equal participant in presenting our final project?
1   2   3   4   5   6   7   8   9   10

4. What letter grade would you give Liz for her participation in your group? _____

5. Comments:

Topics in Communication
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Final Group Presentations - Instructor
Group One

Overview of training:

Professionalism:

"Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow."

Topics in Communication
Applied Leadership
Final Group Presentations - Instructor
Group One

Participation:

Student 1-

Student 2-

Student 3-

Student 4-

Notes:

"Leadership is the process of influencing others to accomplish goals. Effective leaders work hard, listen, are trustworthy and organized, they look for opportunities for improvement and service though integrity and the desire to build relationships. A leader knows when to lead and when to follow."

VITA

Jared Wilcken was born in Cedar City, Utah. He earned an associate degree from Dixie State College in 1996 and a Bachelor of Science Degree from Southern Utah University in 1998. He was hired full time after completing an internship with the School Relations (now Admissions) office in 1999. He has served as an Assistant Director and Director of School Relations and currently serves as the Associate Director of Admissions.

During Jared's nearly 12 years with the Admissions Office, he has been involved in many different programs. He has been involved as both a director and co-director of the Governor's Honors Academy for the past eleven years. He currently serves as the advisor of the Presidential Ambassadors; he has been a finalist in the Thunderbird Awards for advisor of the year three different times.

Jared was involved with the inaugural year of Quest, SUU's leadership conference for high school student leaders. He has given hundreds of presentations to various groups on a variety of leadership topics. He has presented at several national conferences including the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Collegiate Information & Visitor Services Association (CiVSA).

Jared has been actively involved in multiple state associations, serving as a conference chair, web-editor, president-elect, president, and past-president for the Utah Association of Collegiate Registrars and Admissions Officers, and as secretary, president-elect, president, past-president, and web editor for the Utah Council. Jared served a term on the Southern Utah University Staff Association Board, and currently serves on the Thunderbird Club Executive Board, and the Master Singers Executive Committee. He married Julie Sheppard, on January 31, 2009 (during this project) and is the proud father (from a previous marriage) of three beautiful daughters, Jessica, Brynae, and Amanda.