LDRS 303 Facilitator Notes

# Course Description

An overview of contemporary approaches in leadership from the 1990s to present day, including practices that focus on psychodynamics, individual and organizational values, ethical relations, teamwork, emotional and social intelligence, and other aspects that have helped define current interpretations of leadership.

# Course Learning Outcomes

*1. Knowledge and its application*

1. Employ the conceptual language of contemporary leadership discourses, notably authentic, strength-based, transformational, and servant leadership approaches and theories;
2. Compare and contrast contemporary leadership ideas and apply to personal experiences;

*2. Cognitive complexity*

1. Evaluate the human context of leaders, including personality, gender, culture, and ethics;
2. Investigate the role of followership and the nature of the leader-follower relationship;
3. Consider the strengths and limitations of contemporary perspectives on leadership;

*3. Inter- and intra-personal wellness*

1. Identify personal strengths, personality characteristics, purpose, and calling and demonstrate its application to leadership practice within the contexts of life and work.

*4. Social responsibility and global engagement*

1. Adopt wise practices that respond thoughtfully and ethically to the diversity of contemporary individual and organizational values with informed and ethical reasoning, social and emotional intelligence, and respect for the dignity, and rights of all persons.

*5. Leadership*

1. Develop practical skills to become creative, collaborative, informed, competent, and compassionate people who influence the various contexts into which they are called.
2. Develop a meaningful answer to the question, “Why should anyone be led by you?”

# Assessment

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| --- | --- | --- |
| **Assignment** | **% of Grade** | **Unit Due** |
| Learning Lab Dialogue/Participation | 10% | All Units |
| Reflective Papers (9) | 45% (7.5% each) | Units 1-5; 7-11 |
| Strengths Paper | 7.5% | Unit 6 |
| Strengths Presentation | 7.5% | Unit 6 |
| Final Exam | 30% | End of Course |
| **Total** | **100%** |  |

### Reflection Paper Assignments (Units 1-5;7-10)

* Go over the assignment details and submission instructions with students.
* This assignment is to be uploaded in Moodle Dropbox before 11:55 p.m. the day before your next lab [*Facilitator: please insert the date, the evening before the following week’s lab*]

UNIT NOTES

# Unit 1: Transformational Leadership

## Unit 1 Topics: Transformational Leadership Perspective

We begin Unit 1 by taking an in depth look at seven types of leadership. At the end of this module, students are expected to know:

* **(#1) Transformational leadership (and the 4 “I” s)**
* **(#2) Charismatic leadership**

*Facilitator: Please note that the 4 “I” s are very important. Students must know them: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.*

* Transactional Leadership which includes:
  + (#3) Contingent reward.
  + (#4) Management-by-exception – active.
  + (#5) Management-by-exception – passive.
* *Facilitator: Please stress that (2), (3), and (4) are all transactional leadership.*
* (#6) Laissez-faire (no leadership).
* (#7) Pseudo transformational leadership.

#### Activity 1.4: Discussion Questions

The following are questions that you may be asked in your FAR Centre Facilitated Learning Lab. To prepare, be sure to read all Unit 1 materials and take notes in your Reflective Learning Journal. *(Please note that your attendance and participation in the lab is worth 10% of your total course mark).*

* Discuss the leadership environment in your workplace (refrain from using the names of the organizations to maintain confidentiality.
* What are some of the positive attributes of your leaders?
* What are some of the areas of improvement?
* How can we apply transformational leadership in the respective workplaces?
* There are three case studies at the end of the text. Please review and discuss the two cases that are not case assignment (time permitting).

*Facilitator: Please explain to the students that Idealized Influence can be further subdivided to:*

* + *Idealized Influence – Attributes (IIA).*
  + *Idealized influence – Behaviour (IIB).*

*For our purpose, we will stick to the 4 “I” s for now.*

# Unit 2: Authentic Leadership

## Topics: Authentic Perspective

We begin Unit 2 by defining authentic leadership. At the end of this module, students are expected to know:

* The two approached to authentic leadership (practical and theoretical approaches).

*Facilitator: Please note that practical approach evolves from real-life experiences, e.g. Nelson Mandela as well as training and development. Theoretical approach is based on findings from social science research.*

* The five authentic leadership characteristics *(see Figure 9.1 in* Northouse*)*:
  1. Purpose.
  2. Values
  3. Relationships.
  4. Self-discipline.
  5. Heart.
* Figure 9.2 is important in becoming an authentic leader. Critical life events on its own is not enough to transform a person. There are antecedent conditions that the leader should have:
  1. Positive psychological capacities *(see Table 9.1)*.
     + confidence.
     + Hope.
     + Optimism.
     + resilience.
  2. Moral reasoning.
* Figure 9.2 also presents the four components of authentic leadership *(see Figure 9.2 with Table 9.1 integrated)*.
  1. Self-awareness *(Facilitator: This is related to Emotional Intelligence the students will be learning later in this course. It is important that students understand that leaders must know himself or herself first. This means the students must know who themselves. i.e. They must know who they are).*
  2. Internalized moral perspective *(Facilitator: Please remind the students this is related to Chapter 13 – Leadership Ethics).*
  3. Balanced processing.
  4. Relational transparency.

# Unit 3: Servant Leadership

#### Activity 3.4: Discussion Questions

* How can we develop servant leadership in our practices?

*(Facilitator: Please note that Application on page 243 of the text provides some clues to this question).*

# Unit 4: Adaptive Leadership

#### Activity 4.4: Discussion Questions

* How can you apply adaptive leadership in your family, school, work, community, and societal?

*(Facilitator: Students usually have a very difficult time distinguishing between adaptive challenge, technical challenge, and technical and adaptive challenge. Please use the questions provided for discussion. Do not give the students the answers until the discussion is complete).*

# Unit 5: Followership

## Unit 5 Topics: Followership Perspective

* Understand the relationship between followership and destructive leaders.

*(Facilitator: This is especially important with students who are in this type of destructive environment).*

#### Activity 5.4: Discussion Questions

The following are questions that you may be asked in your FAR Centre lab. To prepare, be sure to read all Unit 5 materials and take notes in your Reflective Learning Journal. *(Please note that your attendance and participation in the lab is worth 10% of your total course mark).*

* What is Followership?
* Based on what you have read about Followership, can you think of some examples of Followership you’ve encountered? Please share your experience with the class. *(Facilitator: You may use the five follower perspectives (p. 306 to 309) as a discussion guide).*
* Discuss the followership and destructive leader relationship. Can you think of yourself (or someone you know) in a situation like this? Please note that it can be a personal situation, relationship, home, work, community, or country. *(Facilitator: You may use the five follower perspectives (p. 309 to 313) as a discussion guide).*
* How can we apply the leader-follower relationship in our family, school, work, community, and societal?

*(Facilitator: Some students may find themselves in a toxic relationship or maybe even an abusive relationship at home. There is a book by William Mitchell “it’s not What Happened to You, It’s What You Do About It” that is a good read. Also, refer the students to HBR: [6] Bennis & Thomas: Crucibles of Leadership. There are also videos that students can view:*

* *Best Motivation by the Man with No Arms and No Legs – Nick Vujicic*
* <https://www.youtube.com/watch?v=Ur8_IUldv-I>
* <https://www.youtube.com/watch?v=nknzSWDcUgA>
* <https://www.youtube.com/watch?v=GSayMXTaQY8>
* <https://www.youtube.com/watch?v=tJnJ_fTYofQ>

# Unit 6: Strengths-Based Leadership

## Unit 6 Topics: Strengths-Based Leadership

*Notes for the facilitator: Students might ask you about their weaknesses. This exercise is about discovering strengths. Please tell the students we are interested in helping them build their strengths. We all have twenty-four hours in a day. If we spend an extra half an hour to an hour working with our five strengths, we will have less time to work on our weaknesses. They can include a short discussion on their weaknesses in their assignment, but this is not our emphasis. Besides, they only have two pages to write about their strengths.*

*(Facilitator: Please note that students must do Assignment 6.4c before coming to class).*

### **Assignment 6c (**lab **activity)**: Student Presentations

Form of a team of (no more and no less than) 3-4 students. Look at the strengths of your team members and prepare a team presentation in class. The presentation should be about 5-minutes for each student.

* Feedback:

Each team will receive the same grade for their PowerPoint. The facilitator will assess each student individually based on their presentation. *(Facilitator: You will be given a rubric and each student will be given a grade for their presentation based on the criteria listed). (Facilitator: Please provide students some collective feedback on their presentations. A checklist is provided below. Also, please feel free to add any comments you may have and e-mail them to the professor. Your input is much appreciated. Thank you!).*

* Checklist:
  + PowerPoints:
    - PowerPoints should be point form, not long sentences.
    - The bullets, numbering, tables, figures, and pictures much be consistent in all slides.
    - The font sizes should be big and yet visually appealing.
  + Individual Presentation:
    - Does the student have the appropriate attire? (minimum is business casual).
    - Is the voice projection load enough for the audience at the back of the room to hear?
    - Is the student making eye contact with his audience?
    - Does the student face the audience? (Not keeping his head down reading notes or reading off a cell phone).
    - Does the student maintain proper posture and movement (e.g. hand motions, gestures)?

*Submission instructions:*

*Upload your PowerPoint in your individual assignment Dropbox. Please note that each student still must upload Assignment 4c individually even though the PowerPoint is the same for the team.*

[Note to Facilitator: Go over presentation instructions and grading criteria. Plan for a debrief session with peer/facilitator feedback]

# Unit 8: Team Leadership

#### Activity 8.4: Discussion Questions

The following are questions that you may be asked in your FAR Centre Learning Lab. To prepare, be sure to read all Unit 8 materials and take notes in your Reflective Learning Journal. *(Please note that your attendance and participation in the lab is worth 10% of your total course mark).*

* What is team leadership?
* When do we need teams?
* Why do we need teams?
* What is the optimal size for a team?

*(Facilitator: One person cannot make a team. Two is a pair, not a team. Typically, a team has a definite size, usually no more than 12. At the time of this writing, I am not sure if the students will be taking LDRS 330 – Team Leadership).*

* What are the advantages of a team?

*(Facilitator: please see p. 372 for some answers).*

* What are the disadvantages of a team?

# Unit 9: Gender and Leadership

(No notes)

# Unit 10: Culture and Leadership

## Topics

This unit is divided into the following topics:

1. Culture Defined
2. Related Concepts
   1. Ethnocentrism
   2. Prejudice
3. Dimensions of Culture
4. Clusters of World Culture
5. Characteristics of Clusters
6. Leadership Behaviour and Culture Clusters
7. Universally Desirable and Undesirable Leadership Attributes.

*(Facilitator: Please note that this is not restricted to leadership in different cultures. This is universal leadership attributes).*

#### Activity 10.4: Discussion Questions

The following are questions that you may be asked in your FAR Centre Learning Lab. To prepare, be sure to read all Unit 10 materials and take notes in your Reflective Learning Journal. *(Please note that your attendance and participation in class is worth 10% of your total course mark).*

* What does the word culture mean to you?
* Do you think ethnocentrism exists? How prevalent do you think that is?

*(Facilitator: It is important that students admit ethnocentrism exists in all of us, albeit to difference degrees).*

* Do you think prejudice exist? How prevalent do you think that is?
* *(Facilitator: It is important that students admit ethnocentrism exists in all of us, albeit to difference degrees).*
* What are the different dimensions of culture? Discussion how the differences in different cultures.
* What do we mean when we say culture clusters? Discuss the similarities and differences.
* What are the leadership behaviours in different culture clusters? Why is this important when we are leading across cultures?