

AI 155 Analyzing Leadership
Winter 2009
Naperville Campus

Class Time:

Instructor: Elizabeth A. Bleakley, JD, MBA
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Credit Hours: Two (2) competences = four (4) credit hours
One (1) competence = two (2) credit hours

Competencies

H-1-C Can explain the emergence, maintenance, or evolution of an economic or political system
H-5 Can analyze issues and problems from a global perspective
A-3-X Can examine a leader's decision-making, leadership style, or problem solving from an ethical perspective
F-X Can examine and analyze various elements of leadership and apply these concepts to one's professional area of concentration

Course Description

This course provides a framework from which to identify and analyze "leadership." Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as "[guide] on a way especially by going in advance." Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective.

Expected Outcome

- Understand what leadership is.
- Understands how a person becomes a leader.
- Understand the role leaders play in the world around us.
- Understand the responsibilities that come with leadership.
- Understand the role of followers in the leader-follower relationship.
- Understand why one person becomes a leader and another person with similar traits does not.
- Recognize "bad" leadership and how to change it.
- Understand how a leader loses his or her authority.
- Understand how people transition between the roles of leader and follower.
- Understand how and why a follower may be thrust into the role of leader or vice versa.

Instructor

Elizabeth A. Bleakley obtained extensive management experience with several national financial services companies before returning to school to obtain her undergraduate degree from the School for New Learning at DePaul University. Elizabeth completed her M.B.A. at the University of Chicago with concentrations in Strategic Management, Entrepreneurship, and Finance and Accounting. She obtained her J.D. from Chicago-Kent College of Law, where she is currently a candidate for an LL.M. in Financial Services. Elizabeth now has her own law practice, Bleakley & Associates, LLC, in downtown Chicago.

Required Texts

- 1) The Leadership Mystique: Leading Behavior in the Human Enterprise 2ND Edition, Manfred Kets De Vries, ISBN 978-1405840194
- 2) Bad Leadership: What It Is, How It Happens, Why It Matters; Harvard Business School Press, Barbara Kellerman, ISBN 1-59139-166-0
- 3) Influence: Science and Practice 5th Edition; William Morrow & Co. Inc., Robert B. Cialdini, ISBN 978-0205609994

The Learning Experience

The course will be taught using lectures, group discussions, and reading assignments. Students should come to class prepared with “talking points” on the assigned readings. The talking points are for the students’ own benefit and will not be turned-in. Students should attend all classes to get the full benefit of the educational experience.

Evaluation of Work

Work will be evaluated on:

- class participation;
- demonstration of understanding of the course material; and
- attention to due dates, attendance, and adherence to format.

Grading

Analytical Paper #1*	=	20 points
Analytical Paper #2*	=	35 points
Take Home Final Exam	=	35 points
Class Participation	=	<u>10 points</u>
		100 points

Grades will be assigned as follows: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 or less = F

*See discussion in next section below

Analytical Papers

1) Each Analytical Paper is 3-6 pages in length and should reflect the student’s understanding of and insight into the reading material and class discussions.

- Analytical Paper 1 will be on the leader-follower relationship and will be based on assigned readings
- Analytical Paper 2 will be an analysis of a leader using concepts learned in the course

2)The leader you choose may come from any field but must be “contemporary,” meaning within the last 100 years. There must be sufficient published information about the leader to allow the student to perform adequate research. The leader must be from the student’s current employer.

Note: If you are completing and FX competency, the leaders you choose to analyze must come from your professional area of concentration.

3) Here are some excellent sources of contemporary leaders in various fields (more will be available on the course website):

- Great Leaders in: Adventure, World Change, Sports, Spiritual, Military, Politics, Business, and Science: http://business.nmsu.edu/~dboje/teaching/338/great_leaders_list.htm#sports
- Time Magazines lists 100 people who shape our world, from artists & entertainers to leaders & revolutionaries: <http://www.time.com/time/2004/time100/leaders/>
- World political leaders from 1945–2006: <http://www.terra.es/personal2/monolith/00index.htm>
- Women World Leaders from 1945–2006: <http://www.terra.es/personal2/monolith/00women.htm>

Course Content

The course is divided into the following content sections:

1. Defining “Leadership”
2. Effective Leadership
3. Ineffective Leadership
4. Global Perspectives on Leadership

Attendance

Attendance is very important to students’ success in this course. DePaul University policy states that more than two (2) absences should result in a failing grade for the course.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

An SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.