

**SLAMM 3010/SISE 4020: The Mythology and Reality of Leadership**  
*Spring Semester, 2016*

Location: Stanley Thomas Bldg. 302 and Richardson Memorial Hall Room 404

**Instructors:**

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**Office Hours: by appointment**

Dr. Cowen will plan to meet with each student for 30 minutes outside of class during the semester to discuss their personal leadership development. Sign ups for times to meet with Dr. Cowen will be made available after the first few weeks of the course. Other instructors, Amanda Hill and Stephanie Barksdale, will be available to meet with students by appointment. Please email them directly to set up meeting time.

**Course Objective:**

The purpose of this course is to develop the next generation of leaders for our country and the world. The study of leadership begins with a conceptual understanding of the genealogies and evolution of leadership theory. It follows with students gaining practical knowledge about different leadership styles, traits, and characteristics through case studies and personal interactions with proven leaders. The course also creates an

opportunity for students to assess and demonstrate their leadership capabilities and to develop a personal leadership plan for the future.

**Course Goals:** Students participating in this course will

1. Understand the theory and practice of leadership
2. Learn from respected leaders and case studies about what leadership is and why it is important
3. Assess and demonstrate their own leadership capabilities
4. Develop a personal leadership plan to enhance their leadership effectiveness

**Learning Outcomes:** At the conclusion of the course, an exemplary student will be able to:

1. Understand all the dimensions of leadership and its importance in enhancing individual and organizational success,
2. Articulate a personal leadership plan, and
3. Strengthen their leadership effectiveness.

**Course Format:**

Course is open to any undergraduate students participating in the School of Liberal Arts Management Minor and the Social Innovation and Social Entrepreneurship Minor. Course will accommodate up to as many as 40 students (depending on classroom locations and availability). Course will meet twice weekly, with one day of the week being plenary session style, where case-studies and leadership theories will be presented. The second session of the week, the class will break into smaller groups of up to 2 sections, with an emphasis on small group discussions and personal leadership development.

**Weekly Breakdown:**

Day one– (whole class) plenary style led discussion with case studies and guest speakers

- Approximately 10-12 case studies/leadership profiles during the semester
  - 45 minutes - case study analysis using rhetorical methods that ties to weekly readings
  - Last 20 minutes students will discuss major takeaways

Day two (break out into 2 sections) – discussion style with emphasis on small group discussions and personal leadership development

- Small group - more time on readings and smaller discussions
- Analysis of case studies and films
- Student leaders also lead discussions through out semester
- Last 10 minutes - feedback format

**\*\* Students are expected to have completed weekly readings by Tuesday class\*\***

**Class Assessment**

Participation	25%
Assignments:	75%
Reflection Papers (1-2 pages)	30%

Leading Discussion Assignment	15%
Self Assessment/Development Plan (Final)	30%
<b>Total</b>	<b>100%</b>

**Course Requirements:**

**Self-assessments:** Students will be asked to complete numerous self assessments through out the course. Links to these assessments can be found in syllabus, many of them are in the Northouse textbook, and some links are on blackboard. Students will be required to bring into class hard copies of these assessments through out the semester and turn in all of them as part of final paper. Make sure to keep hard copies throughout the semester so you can turn them in together with your final paper!

**Reflections:** Students will write 6 reflections through out the semester that reflect their own personal leadership thinking as well as reference the readings and themes discussed through out the course. Each reflection should be 800-1000 words. Descriptions of each reflection assignment will be posted to blackboard the week prior to assignment due date.

**Student Leading discussion:** Throughout the semester, each student will be assigned to lead discussion on a reading or case study and design /construct lesson plan for their section (See assignment on blackboard for more information).

**Final Self-assessment/Development Plan:** Students will be asked to complete a final paper describing their personal leadership plan and attributes. (See assignment on blackboard for more information).

**Evaluation**

As described above, there are a variety of assessments used in this course, including in-class activities and out-of-class assignments. Some are formative, intended to help the student and the instructor better understand the degree to which each student is mastering the required knowledge and skills. Others are summative, representing each student’s BEST attempt to demonstrate required knowledge and skills. The total number of points earned by each student by the end of the semester will determine the course grade.

**Course Grading Scale:**

**A = 93-100      A- = 90-92**  
**B+ = 87-89      B = 84 -86    B- = 80-83**  
**C+ = 77-79      C = 74-76    C- = 70-73**  
**D+ = 67-69      D = 64-66    D- = 60-63**

**A Reminder about the Code of Academic Conduct:**

The academic community at Tulane University expects you to maintain integrity in your work in the class setting and in the service learning setting. “In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless

clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments.” See <http://college.tulane.edu/code.htm> for additional information.

**Goldman Office of Disability Services:**

The Goldman Office of Disability Services (ODS) is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Students and employees with psychological, medical/physical, and learning/developmental disabilities are served. Through a collaborative relationship, modifications to the academic or work environment – [accommodations](#) – can be offered. Our mission is to provide services and promote an accessible environment to all members of the Tulane community. Go to: <http://tulane.edu/studentaffairs/disability/> for more information.

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University.

**One Wave:**

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault or sexual harassment, know that you are not alone. Resources and support are available. Learn more at [onewave.tulane.edu](http://onewave.tulane.edu). Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.”

<b><u>Strictly Confidential</u></b>	<b><u>Mostly Confidential</u></b>
<i><b><u>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</u></b></i>	<i><b><u>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</u></b></i>
<b><u>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</u></b>	<b><u>Coordinator of Violence Prevention   (504) 314-2161</u></b>
<b><u>Student Health Center   (504) 865-5255</u></b>	<b><u>Tulane University Police (TUPD)   (504) 865-5911</u></b>
<b><u>Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</u></b>	<b><u>Office of Institutional Equity   (504) 862-8083</u></b>

**Reading Materials:**

- Northouse, Peter Guy. *Leadership: Theory and Practice*. 6th ed. Thousand Oaks: SAGE, 2013.
- Bryant, Adam. *The Corner Office: Indispensable and unexpected lessons from CEOs on how to lead and succeed*. Henry Holt and Co., 2012.
- HBR's 10 Must Reads on Leadership. Boston, Mass: Harvard Business Review Press, 2011. Print.
- Additional articles posted on blackboard

**Movies to watch:**

Patton (1970) – watch by week two

The Iron Lady (2011) – watch by week three

Ghandi (1982) -- watch by week six

Norma Rae (1979) -- watch by week seven

Mandela: Long Walk to Freedom (2013) -- watch by week seven

## Weekly Themes:

- **Reading assignments should be completed by start of the week that they are listed in syllabus**
- **Readings and assignments are subject to change during semester so please read emails and blackboard to stay up to date on all assignments and reading materials**

### **Week One: Defining Leadership**

*January 12 and 14<sup>th</sup>, 2016*

#### Reading:

- Northouse, Chapters 1 and 2 (Intro and Trait Approach)
- On Blackboard:
  - Inside Amazon: Wrestling Big Ideas in a Bruising Workplace
  - Jeff Bezos and the Amazon Way

Personal Leadership Development Exercises (bring hardcopies to class on 1/14):

- Northouse Traits Questionnaire (page 38)
- VIA instrument <https://www.viacharacter.org/www/>
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### **Week Two: What Leaders Do**

*January 19<sup>th</sup> and 21<sup>st</sup>, 2016*

#### Reading:

- Kotter, John P. *What Leaders Really Do*. HBR Top Ten on Leadership
- Heifetz, Ronald A and Laurie, Donald. *The Work of Leadership*. HBR's Top 10 on Leadership.
- Northouse, Chapter 3 and 4 (Skills and Style approach)
- Corner Office, Intro

Small group: Discussion on film "Patton"

Personal Leadership Development Exercises (bring hardcopies to class on 1/21):

- Northouse, Skills Inventory Instrument (page 67)
- Northouse, Style Questionnaire (page 93)
- Myers Briggs <http://www.truity.com/test/type-finder-research-edition>
- Emotional Intelligence Test <http://www.maetrix.com.au/meit/eitest.html>

**Reflection # 1 Assignment: Personal Leadership Analysis due in class 1/21**

### **Week Three: Situational and Contingency Theories of Leadership**

*January 26<sup>th</sup> and 28<sup>th</sup>*

Readings:

- Northouse, Chapter 5 and 6 (situational and contingency theory)
- Goleman, Daniel. *What Makes a Leader?* HBR's Top 10 on Leadership.
- Corner Office pgs. 11-86

Thursday:

- Student Leads
- Discuss Northouse Cases 5.2, 6.1 and 6.2, and Discussion of film "Iron Lady"

Personal Leadership Development Exercises (bring hardcopies to class on 1/28):

- Least Preferred Coworker (LPC) Measure Northouse, p. 134

**Week Four: Leadership in a time of Crisis, Part One: Analysis of Tulane's response to Hurricane Katrina**

*February 2<sup>nd</sup> and 4<sup>th</sup>, 2016*

Readings:

- On Blackboard:
  - Fast Company, The Storm after the Storm  
<http://www.fastcompany.com/55701/storm-after-storm>
  - *Life Lessons from Inside the Storm*, Traumatology, December 2008
  - Chronicle of Higher Education, *You Don't Need a Hurricane to Know Which Way the Wind Blows*, 2015.
  - ADD: <http://www.npr.org/sections/thetwo-way/2015/11/03/454250311/amazon-opens-a-real-bookstore-in-seattle>

Thursday discussion:

- Students leaders
- Leadership in times of Crisis

**Week Five: Mardi Gras week (Thursday class only)**

*February 12<sup>th</sup>, 2016*

Reading:

- Finish reading Corner Office

Thursday:

- Student Leader
- Discussion of Corner Office Book

Reflection # 2 (Corner Office Reflection) due in class 2/12

**Week Six: Servant and Authentic Leadership**

*February 16<sup>th</sup> and 18<sup>th</sup>*

Readings:

- Northouse, Chapter 10 and 11 (Servant and authentic)
- George, Bill and Peter Sims, Andrew McLean and Diana Mayer. *Discovering Your Authentic Leadership*. HBR's Top 10 On Leadership.

Thursday:

- Student Leader
- Discussion on film "Ghandi"
- Case study: How TD Industries Jack Lowe Chose his Successor  
<https://greenleaf.org/how-td-industries-jack-low-chose-his-successor/>

Personal Leadership Development Exercises (bring hardcopies to class on 2/18):

- Servant Leadership Questionnaire, Northouse p. 245.

### **Week Seven: Transformational Leadership**

*February 23<sup>rd</sup> and 25<sup>th</sup>, 2016*

Guest Speakers: Panel TBA

Readings:

- Northouse, Chapter 9 (transformational)
- Rooke, David and William R. Torbert. *Seven Transformations of Leadership*, HBR's Top 10 on Leadership.
- Collins, Jim. *Level 5 Leadership*. HBR's Top 10 on Leadership.

Thursday:

- Student leaders
- Discussion of films "Mandela" and "Norma Rae"

Reflection # 3 (Future Resume Reflection) due in class 2/25

### **Week Eight: Team Leadership**

*March 1 and March 3, 2016*

Readings: Northouse, Chapter 12

Thursday:

- Student leaders
- Zoom Team building activity

Personal Leadership Development Exercises:

- Teamwork Effectiveness assessment  
<http://laforceteamwork.tomlaforce.com/limesurvey/index.php/966832/lang-en>

### **Week Nine: Collective Impact**

*March 8 and March 10<sup>th</sup>*

Panel on Collective impact: TBA

Readings:

- On Blackboard:
  - John Kania & Mark Kramer, Collective Impact, Stanford Social Innovation Review,  
[http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)
  - Making Collective Impact Work:  
[http://www.ssireview.org/blog/entry/channeling\\_change\\_making\\_collective\\_impact\\_work](http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work)

Thursday:

- Students Leaders
- Case study: Examples of Collective Impact programs
  - Shape Up Somerville <https://www.youtube.com/watch?v=aBHz-GzDX8c>
  - EMPLOY <http://www.employcollaborative.org>

**Week Ten: Systems Leaders: Part Two Analysis of Tulane's response to Hurricane Katrina (full group discussion Thursday)**

*March 15<sup>th</sup> and 17<sup>th</sup>*

Readings:

- On Blackboard:
  - The Dawn of Systems Leadership:  
[http://www.ssireview.org/pdf/Winter\\_2015\\_The\\_Dawn\\_of\\_System\\_Leadership.pdf](http://www.ssireview.org/pdf/Winter_2015_The_Dawn_of_System_Leadership.pdf)
  - Innovations: [Innovation Amidst Crisis – Tulane University's Strategic Transformation](#)

Separated groups Meet Tuesday rather than Thursday (prep discussion re. Systems Leadership and Scott)

Reflection # 4 (Leading Change Reflection) due in class 3/15

**Spring Break March 20-28<sup>th</sup>, 2016**

**Week Eleven: Women and Leadership**

*March 29<sup>th</sup> and 31<sup>st</sup>, 2016*

Guest Speaker Panel: Yvette Jones, Lisa Stockton, and Ti Martin

Readings:

- Northouse, Chapter 13 and 14 (psychodynamic approach and women and leadership)
- On Blackboard:

- Women and the Labyrinth of Leadership by Alice H. Eagly and Linda L. Carli, HBR

Thursday:

- Student Leads

### **Week Twelve: Global Differences in Leadership**

*April 5<sup>th</sup> and 7<sup>th</sup>, 2016*

Readings:

- Northouse, Chapter 15 (Culture)

Thursday:

- Student Leaders

Personal Leadership Development Exercises:

- <http://www.forbes.com/2010/01/06/cq-cultural-intelligence-leadership-managing-globalization.html>

### **Week Thirteen: Innovation and Leadership**

*April 12<sup>th</sup> and 14<sup>th</sup>, 2016*

Guest Speaker: Jim Barksdale, Former CEO of Netscape, McCaw Cellular/AT&T Wireless and, before that, Vice President and COO of FedEx.

Readings:

- On Blackboard:
  - Innovators DNA <https://hbr.org/2009/12/the-innovators-dna>
  - Leading for Innovation by Linda Hill

Thursday:

- Student Leaders
- Marshmallow Challenge

Reflection # 5 (5 Discovery Skills) due in class 4/14

### **Week 14: Bad Leadership**

*April 19<sup>th</sup> and 22<sup>nd</sup>, 2016*

Readings:

- Northouse, Chapter 16 (ethics)
- Robert Goffee and Gareth Jones. *Why Should Anyone Be Led by You?* HBR's Top 10 On Leadership.
- On Blackboard:
  - Barbara Kellerman. *How Bad Leadership Happens*. HBR
  - NY Times article: "As a Boss, Carly Fiorina Was a Contradictory Figure at Hewlett-Packard"

Thursday:

- Student Leaders

Reflection # 6 due in class 4/22

**Week 15: The Future of Leadership**

*April 26<sup>th</sup> and 28<sup>th</sup>*

Readings:

- On Blackboard:
  - Leadership for the future: diversity, creativity and co-creation  
<http://www.theguardian.com/sustainable-business/leadership-future-diversity-creativity-cocreation>
  - 10 Qualities Every Leader of The Future Needs to Have  
<http://www.entrepreneur.com/article/229646>

Scott develop “end of course” summary/ presentation

Thursday: *Presentation of Final personal leadership plans*

Final Self Assessment/Development Plan Due in class 4/28