HRD 6377 Leadership Theory and Practice
SPRING 2025

Department of Human Resource Development
Soules College of Business

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Instructor (email):   Dr. Shinhee Jeong (sjeong@uttyler.edu), Associate Professor
Class Format: Hybrid (In-person & Canvas)
Communication: Email and/or by appointment via phone or Zoom
Zoom link: https://uttyler.zoom.us/my/shinheejeong
In-person Class Dates: Jan 18, Feb 8, Mar 8, April 5, & 26
Classroom Information: SOB 00212

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COURSE DESCRIPTION
This course is designed to provide students with an overview of scholarship and practice in the field of leadership. First, students will take a comprehensive look at classic and contemporary theories, models, perspectives, and research in the leadership and leadership development domains. Then, we will examine the content of the "what" of leadership and leadership development to gain a better understanding of the factors that play a role in leadership emergence, development, and effectiveness. Next, we will examine process issues or the "how" in leadership development by describing organizational methods and tools that facilitate effective leadership. We will conclude by reviewing research on special topics in leadership development, such as cross-cultural leadership development.

COURSE OBJECTIVES/LEARNING OUTCOMES
Upon the completion of this course, students should be able to:
1. Articulate the different ways leadership has been defined;
2. Identify, compare, and contrast leadership theories;
3. Apply and integrate fundamental leadership concepts into a variety of situations;
4. Identify and analyze the salient factors that decide leadership effectiveness;
5. Describe how to lead change and innovation in organizations;
6. Analyze and identify effective/ineffective leadership behaviors and explain them using different leadership theories, concepts, and frameworks;
7. Explain the issues and trends influencing the profession and practice of HRD and leadership development.
8. Write a scholarly paper in adherence to APA style.

TEXTBOOKS, MATERIALS, AND READINGS
This course adopts open educational resources which are accessible for students to minimize financial burdens for students.

Required:
- Smith, C., Babich, C., & Lubrick, M. (2023). Leadership and Management in Learning Organizations. Open Library.
https://ecampusontario.pressbooks.pub/educationleadershipmanagement/
- A reading list consisting of journal articles and book chapters (available at the UT Tyler Library website) - see the course schedule at the end of this syllabus

Recommended:
- HBR's 10 Must-Reads on Leadership (2011), Harvard Business Review

COUSE ASSIGNMENTS

The following learning opportunities are designed to facilitate students' learning process. All writing assignments should follow the APA 7TH style (double-spaced, 12 font-size, see the recommended textbook for details) and be submitted through Canvas. Any sources or references should be cited using APA format. Missing a due date will result in a deduction of 2 points per assignment. Any submission that is more than 2 days late will be considered a "no submission" and will therefore receive no grade. If you require an extension due to a medical reason, you must provide an official medical record in advance.

Learning Opportunities	Total Points
1. **Discussion Board – Post and Reply** - One or two discussion questions will be posted on Canvas (5 times per semester; 4 pts per time). Post your responses (450-500 words each) on the designated Discussion Board. Include insights from literature as well as your personal perspective. Cite scholarly sources in APA 7th style. Additionally, you must reply to two peers' posts (minimum 150 words each). Replies should add to the discussion, not just agree with prior posts. This assignment will be evaluated using the following criteria: - Content depth (1.5 pts): understanding of the topic and including literature and personal perspective - Engagement with literature (1.5 pts): using multiple scholarly resources - Writing quality: clarity, logical organization, adherence in APA style - Count of Replies (1 point): Each missing reply will result in a deduction of 0.5 points.	**20**
2. **Scholarly Paper on "Effective Leadership behaviors"** - **Part 1: Action planning (5 pts)** – Due Jan 19 Find and complete the "Action Planning Worksheet" on Canvas to guide your group in this assignment. - **Part 2: Effective/ineffective leadership behavior interviews (15 pts)** – Due Feb 15 Each student is required to interview a non-managerial level employee working in an organization. The goal of the interview is to explore what non-managerial employees perceive to be effective or ineffective leadership behaviors. You must use the following interview questions: *"Please think of at least two occasions/incidents you observed the positive/negative influences of your supervisor/leader/manager in the past. Would you please describe the situations/contexts as well as what happened? What leader's behavior did you observe to be either effective or ineffective?* Analyze these interviews as a group to identify common/unique themes emerged. Please synthesize and report those findings with the supporting	**20** (This is a *group assignment*)

quotes from the interviews. Please, provide a table for the interviewee's demographic information (e.g., gender, age, ethnicity, length of service, industrial types) in your team paper (please don't include any identifiable information such as their names). Your paper at this stage needs to be 1,500-1,800 words in length and should be formatted following the APA style. **- Part 3: Final paper (15 pts)** – Due April 13 Identify leadership literature that explains, supports, or challenge your findings. Your final paper must include 1) the cover page (a working title of your paper, your name, and course number); 2) the interview participants and protocols; 3) data analyses; 4) findings; 5) Discussion; 6) References (should follow the APA style). The length of the paper is expected to be 3,000-3,500 words (excluding the references). This assignment will also *go through the Turnitin system.* Here is a sample paper for this assignment: Chai, D. S., Jeong, S., Kim, J., Kim, S., & Hamlin, R. G. (2016). Perceived managerial and leadership effectiveness in a Korean context: An indigenous qualitative study. Asia Pacific Journal of Management, 33, 789-820. This assignment will be evaluated using the following criteria: - Analysis of interviews (4 pts): Analysis is thorough and well-supported by data; findings are clearly presented and insightful. - Literature Integration (4 pts): Demonstrates excellent integration of relevant literature, critically supporting or challenging findings with deep insights. - Discussion and Critical Evaluation (4 pts): Discussion is insightful, offering deep analysis and critical evaluation of findings in relation to literature. - Writing quality (3 pts): Clarity, logical organization, adherence in APA style **- Part 4: Post an Executive Summary of Your Group Study (10 pts)** – Due April 20 (Replies due April 25) Post a 600-800 word executive summary of your group's findings on Moodle, following the structure of the final paper. Individually, respond to two other summaries, discussing interesting points and comparing findings. **- Part 5: Peer-evaluation**– Due April 30 Evaluate your peers of the group based on their contributions and participation in the project. Peer evaluations may adjust final grades by at least one letter grade.	
3. **Essay Quiz** –The purpose of the exam is to gauge your mastery of foundational knowledge and skills in the field of Leadership. Essay-type of questions will be given for the exam, 2 times throughout the semster, and this will be an open book test. You will have four hours to complete the test (1 attempt only). Make sure you follow the APA style if you cite scholarly works. This assignment will also *go through the Turnitin system to detect/prevent a plagiarism issue*.	**20**
4. **Case Analysis & Presentation** **- Part 1. Paper (15 pts):** Choose a contemporary leader who has had a significant impact (either positive or negative) on their organization (e.g., Elizabeth Holmes, Eron Musk, May Barra, Jenson Hwang, etc). Conduct comprehensive research on your selected leader. Use a variety of sources such as scholarly articles, biographies, interviews, and news outlets to gather information about their leadership style and decision-making processes. Analyze the leader's approach by discussing specific instances/anecdotes where their leadership was clearly demonstrated. Those instances/anecdotes should include 'context and situation' (e.g., describe the scenarios or	**20**

challenges the leader faced), 'actions taken' (e.g., detail the decisions made and actions taken by the leader), and 'outcomes' (e.g., the effectiveness of these actions). Connect your analysis with leadership theories and models in the literature. How do the leader's actions align or contrast with these theories? Last, but not the least, critically assess the leader's effectiveness in navigating complex situations. For example, consider the ethical/social implications of their decisions and their overall impact on the organization and stakeholders. Your paper should be 2,500-3000 words in length, excluding references. Format your paper according to APA 7th edition guidelines, including a title page, in-text citations, and a reference list. Your paper should be structured as follows: **- Introduction:** Brief introduction of the leader and their significance. **- Background:** Overview of the leader's career and key achievements. **- Leadership Style and Decision-Making:** Detailed analysis of leadership style and decision-making process with anecdotes. **- Theoretical Connections:** Discussion on how their leadership style connects with leadership literature. **- Conclusion:** Summarize your findings and provide a critical evaluation of the leader's overall impact. The final paper will be evaluated using the following criteria. - Depth of Research (6 pts): Quality and variety of sources used. - Analytical Rigor (6 pts): Clarity and depth of the leadership analysis. - Connection to Theory: Effectiveness in linking practical examples to theoretical concepts. - Quality of Writing (3 pts): Coherence, structure, and adherence to APA style. **- Part 2. Presentation (5 pts):** Students are expected to deliver a 15-min presentation in class based on their paper. The use of PowerPoint Slides is highly recommended.	
5. **Student-leading Discussions** **- Part 1. Paper (15pts):** Go to Harvard Business Review Podcasts on Leadership (https://hbr.org/2023/05/podcast-on-leadership). Students are to choose a podcast episode of their interest. The episode should be relevant to the themes and discussions from the course. Students should listen attentively, taking notes on key points, arguments, and any insights that stand out. After listening, students should critically reflect on the podcast's content. This involves discerning points of agreement and disagreement, and considering the implications of the ideas presented. Students should question the assertions made and think about how these align with their own experiences and knowledge of leadership theories. Conduct a thorough literature review to find academic sources that support or challenge the views expressed in the podcast. Lastly, make sure to <u>bring one or two discussion questions or relevant activities to engage the class.</u> The paper should be structured including the following sections: **- Introduction:** Overview of the podcast topic and its relevance to leadership studies. **- Summary of Podcast:** Key points and arguments from the episode. **- Critical Reflection:** Personal insights, agreements, and disagreements with the podcast content. **- Literature Review:** Discussion of scholarly sources that support or challenge the podcast's ideas. **- Conclusion:** Synthesis of the podcast content with the academic literature, summarizing the insights gained and their implications for leadership practice.	**20**

- **Discussion Questions:** List your discussion questions for the class here. The paper must be formatted according to APA 7th edition guidelines, and should be approximately 2,000-2,500 words in length, excluding references. The final paper must be submitted through Canvas before the scheduled presentation date. It will be evaluated based on the depth of the critical analysis, the rigor of the literature review, the clarity of the presentation, and the overall integration of podcast insights with scholarly research. This assignment will be evaluated using the following criteria: - Relevance and Clarity (3 pts): Provides a clear, compelling introduction that articulates the podcast's relevance to leadership studies. - Depth of Analysis (5 pts): Thoroughly summarizes key points and arguments, capturing the essence of the podcast; Provides deep insights, clearly articulating agreements and disagreements with the podcast content. - Discussion and Critical Evaluation (5 pts): Discussion is insightful and integrates a wide range of relevant scholarly sources that support or challenge the podcast's ideas. - Writing quality (2 pts): Clarity, logical organization, adherence in APA style - **Part 2. Presentation (5 pts):** Students are expected to deliver a presentation in class based on their paper and lead a class discussion (15-20 mins). The use of PowerPoint Slides is highly recommended.	
Total	**100**

Class Participation Policy

Given the nature of the course structure and design (i.e., 5 meetings per semester, student-leading presentations and discussions), students are expected to attend all in-person classes for successfully completing this course. 10 pts will be deducted per missing a class. If you require an absence due to a medical reason, you must provide an official medical record in advance.

FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%

COURSE POLICIES

Academic Dishonesty Statement

The faculty expects from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

ARTIFICIAL INTELLIGENCE

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

COURSE SCHEDULE

Class Dates	Topics/Activities	Readings
Jan 18	- Leading change and power - What is leadership? - Leader traits and skills - Leadership behaviors	Textbook Chapters 1, 2, & 3 Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of leadership & organizational studies*, *9*(1), 15-32. Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management perspectives*, *26*(4), 66-85. Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. *International journal of leadership studies*, *1*(2), 6-66. Kirkpatick, S. A., & Locke, E. A. (1991). Leadership: do traits matter?. *Academy of management perspectives*, *5*(2), 48-60. Park, S., Jeong, S., Jang, S., Yoon, S. W., & Lim, D. H. (2018). Critical review of global leadership literature: Toward an integrative global leadership framework. *Human Resource Development Review*, *17*(1), 95-120. Chai, D. S., Jeong, S., Kim, J., Kim, S., & Hamlin, R. G. (2016). Perceived managerial and leadership effectiveness in a Korean context: An indigenous qualitative study. *Asia Pacific Journal of Management*, *33*, 789-820. Cumberland, D. M., Herd, A., Alagaraja, M., & Kerrick, S. A. (2016). Assessment and development of global leadership competencies in the workplace: A review of literature. *Advances in Developing Human Resources*, *18*(3), 301-317.
Feb 8	- Decision making and empowerment - Dyadic relations and followers	Textbook Ch. 7, 8

	- Leadership theories Part 1 - Case analysis - Student-leading Presentation - Short Essay Quiz #1	Kim, J., Yammarino, F. J., Dionne, S. D., Eckardt, R., Cheong, M., Tsai, C. Y., ... & Park, J. W. (2020). State-of-the-science review of leader-follower dyads research. *The Leadership Quarterly*, *31*(1), 101306. Van Breukelen, W., Schyns, B., & Le Blanc, P. (2006). Leader-member exchange theory and research: Accomplishments and future challenges. *Leadership*, *2*(3), 295-316. Sheer, V. C. (2015). "Exchange lost" in leader–member exchange theory and research: A critique and a reconceptualization. *Leadership*, *11*(2), 213-229. Hersey, P., Blanchard, K. H., & Natemeyer, W. E. (1979). Situational leadership, perception, and the impact of power. *Group & organization studies*, *4*(4), 418-428. Useem, M. (2010). Four lessons in adaptive leadership. *Harvard business review*, *88*(11), 86-90. Heifetz, R., Grashow, A., & Linsky, M. (2009). The theory behind the practice: A brief introduction to the adaptive leadership framework. *Harvard Business Press, 2009.* Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *The Leadership Quarterly*, *30*(1), 34-58. Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of applied psychology*, *92*(2), 331.
Mar 8	- Leadership theories Part 2 - Case analysis - Student-leading Presentation	Textbook Ch. 10, 12 Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: empowerment and dependency. *Journal of applied psychology*, *88*(2), 246.

Jeong, S., Hsiao, Y. Y., Song, J. H., Kim, J., & Bae, S. H. (2016). The moderating role of transformational leadership on work engagement: The influences of professionalism and openness to change. *Human Resource Development Quarterly*, *27*(4), 489-516.

Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.

Boal, K. B., & Hooijberg, R. (2000). Strategic leadership research: Moving on. *The Leadership Quarterly*, *11*(4), 515-549.

Rowe, W. G. (2001). Creating wealth in organizations: The role of strategic leadership. *Academy of Management Perspectives*, *15*(1), 81-94.

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The leadership quarterly*, *17*(6), 595-616.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, *97*(2), 117-134.

Huang, L., & Paterson, T. A. (2017). Group ethical voice: Influence of ethical leadership and impact on ethical performance. *Journal of management*, *43*(4), 1157-1184.

Huang, L., & Paterson, T. A. (2017). Group ethical voice: Influence of ethical leadership and impact on ethical performance. *Journal of management*, *43*(4), 1157-1184.

Wang, Q., Hou, H., & Li, Z. (2022). Participative leadership: a literature review and prospects for future research. *Frontiers in psychology*, *13*, 924357.

April 5	Leadership in teams (cross-functional, cross-cultural, virtual)	Textbook Ch. 5, 9, 11

	Strategic Leadership Leadership assessment - Student-leading Presentation - Case analysis - Short Essay Quiz #2	Liao, C. (2017). Leadership in virtual teams: A multilevel perspective. *Human resource management review*, *27*(4), 648-659. Hoch, J. E., & Dulebohn, J. H. (2017). Team personality composition, emergent leadership and shared leadership in virtual teams: A theoretical framework. *Human Resource Management Review*, *27*(4), 678-693. Malhotra, A., Majchrzak, A., & Rosen, B. (2007). Leading virtual teams. *Academy of Management perspectives*, *21*(1), 60-70. Dennis, R. S., & Bocarnea, M. (2005). Development of the servant leadership assessment instrument. *Leadership & organization development journal*, *26*(8), 600-615. Anderson Jr, R. J. (2006). The leadership circle profile: Breakthrough leadership assessment technology. *Industrial and Commercial Training*, *38*(4), 175-184.
April 26	- Leadership Development - Presentations	Solansky, S. T. (2010). The evaluation of two key leadership development program components: Leadership skills assessment and leadership mentoring. *The Leadership Quarterly*, *21*(4), 675-681. O'Connell, P. K. (2014). A simplified framework for 21st century leader development. *The Leadership Quarterly*, *25*(2), 183-203. Day, D. V. (2000). Leadership development: A review in context. *The leadership quarterly*, *11*(4), 581-613. Moldoveanu, M., & Narayandas, D. (2019). The future of leadership development. *Harvard business review*, *97*(2), 40-48. Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails—and what to do about it. *Harvard Business Review*, *94*(10), 50-57.

| | | Buckingham, M. (2012). Leadership development in the age of the algorithm. *Harvard Business Review*, *90*(6), 86-94. |

*The instructor reserves a right to revise the course schedule/contents as needed