PSYCH 462:
Leadership Vision in Personal, Organizational, and Community Change
University of Waterloo, Spring 2012
Tuesdays, 2:30 - 4:20 p.m.
Room: PAS 3026 (primary); PAS 4029, 4288 (secondary)

Instructor

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Textbook (required)

Burgess, T., Pugh, K., & Sevingny, L. 2006. *The personal vision workbook.* Thompson Delmar Learning.
        ISBN: 1-4018-9939-0   ISBN-10: 1401899390   ISBN-13: 978-1401899394

Course Description

This course covers the concept of vision within the larger topic of leadership, as it applies to community change, organizational development, and personal development for effectiveness as a leader or other contributor. Readings will be drawn from academic and non-academic literatures, and students will produce personal or organizational visions for beneficial change.

"Vision" is held to direct and motivate people's efforts. These effects will be analyzed from many angles, drawing upon various streams of theory and research in social and organizational psychology related to affect, cognition, and motivation. The application of visionary leadership in specific business contexts (e.g., entrepreneurship or organizational change) and community settings (e.g., voluntary organizations) also will be explored.

This topic lends itself to exploring a wide range of related topics in social and organizational psychology, including creativity, affect in the workplace, emotional intelligence, and employee participation, among others. Students will participate in choosing topics to be covered.

Instructor's Vision for this Course

Students will be enthusiastic about doing assignments, attending class, and participating in class as a result of intellectual stimulation, personal or community improvement stemming from involvement with course material, and shared discovery.

Meanwhile the instructor will learn new aspects of leadership vision and will become more effective at using vision to direct and motivate others.

Course Objectives

Knowledge: Students will learn about the place of vision within leadership more broadly; whether and how leadership vision exerts influence on followers; and how vision currently is applied in various contexts including business organizations, community redevelopment, and religious congregations, among others.

Skills: Ideally, students will be more able to formulate, communicate, and otherwise use a vision to influence themselves in self-management for personal fulfillment and community betterment. Students will also be more able to influence others in leader, peer, or follower roles through use of vision.

Attitudes: When in leadership or otherwise influential roles, students will seek to engage others' commitment to pursuing common goals through "visionary" actions.

Learning Process in this Course

Students will be able to acquire these KSAs through

- studying reading material and engaging it by producing commentaries in advance of class

- discussing course material with one another and the instructor during scheduled class time

- completing structured tasks outside of class, involving developing a personal vision that promotes personal fulfillment, community improvement, entrepreneurial success, or other ends

- producing a culminating product such as a term paper, research proposal, or action plan

Course Requirements and Marking

The following requirements will be discussed among class members and possibly revised between the first and second class meeting. The final set of requirements will be posted on the course website within the drop period.

For most weeks, students will be required to produce a one-page commentary on the assigned readings for that week. A commentary is due for any week that has a corresponding drop box on the course website. Details are stated in the handout "Guidelines for Commentaries on Readings." These commentaries will impact 33.33% of the course mark.

Alternate preparation for class will be assigned for some other weeks. For example, students will be asked to organize themselves into two-person teams to identify a leader who exemplifies best practices as covered in this course, and to make a brief presentation to the class about why they chose this leader. Also, in preparation for a session on charisma, two-person teams will decide upon the general content of a vision that they will seek to present in a charismatic session, in a workshop-style meeting of the class.

Over the course of the term, students are required to document their completion of the exercises or other activities in the *Personal Vision Workbook*, for another 33.33% of the course mark. The course website has a drop box for each of the 10 chapters in this book. Students should provide a submission to a drop box each week or more frequently. Details about these submissions are stated in the handout "Guidelines for Documenting Personal Visioning."

For both the commentaries and the personal visioning assignments, the lowest weekly mark for the term will be dropped before averaging the rest to obtain a score for the corresponding 33.33% of the course mark.

The remaining 33.33% toward the course mark will be based on a presentation produced by a four-person team. Soon after the second class meeting (first substantive meeting) students will tell the instructor their top three preferences for a topic to address. Teams of like-minded people will be formed insofar as possible. The teams will meet in advance with the instructor to plan a focus or slant for the presentation or for involvement of class members in their session. If a team member wishes to supplement this part of the course requirement with a *short* paper on the presentation topic or with some entirely different course-related product this will be allowed but first it must be agreed upon with the instructor. Topics NOT available for presentations are those up to and including May 29 (Leadership Theory and Research); June 26 (Organizational Culture and Transformation); July 17 (Charisma and Leadership Development).

Resources

- Book chapters and journal articles in hard copy, PAS 4028
- Journal articles available electronically from the UW library's website for e-Journal Titles, http://sfx.scholarsportal.info/waterloo/az (probably accessible on-campus only)
- Textbook - *Personal Vision Workbook*
- Instructor (office hours, other times by appointment, email with approx. 24-hour response)
- "Break out" rooms in PAS
- Slide projector and, possibly, other audio-visual aids
- Visitors? Other resources?

Policies

Auditors will not be admitted to this course.

Notices Required on Course Outlines

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline *(i.e., if students were provided with a hard copy at the first class)* and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (*Colin Ellard until June 30, 2012 and then Myra Fernandes from July 1, 2012 through June 30, 2014*) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Colin Ellard
Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

Myra Fernandes
Email: mafernan@uwaterloo.ca
Ph 519-888-4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check http://www.uwaterloo.ca/academicintegrity/ for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check http://www.uwaterloo.ca/academicintegrity/] , to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): http://uwaterloo.ca/academicintegrity/

Schedule of Topics, 2012

Date		Vision in Leadership: List of Topics
May 1		Organizational Meeting/Envisioning a Course
May 8	1	Leadership—Transformational and Otherwise
May 15	2	Vision in Community Development (R. Shipley)
May 22		(No Class Meeting)
May 29	3	Leadership Vision Theory and Research
June 5	4	Vision and Strategy
June 12	5	Personal Visions
June 19	6	Building Trust through Fairness (R. Bobocel)
June 26	7	Organizational Culture and Transformation
July 3	8	Entrepreneurial Leadership and Vision
July 10	9	Product Visioning and Creativity
July 17	10	Charisma and Leadership Development
July 24	11	Gender in Leadership

Leadership—Transformational and Otherwise

Required

Den Hartog, D.N., & Koopman, P.L. (2002). Leadership in organizations. In N. Anderson, D.S. Ones, H.K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of work and organizational psychology, Volume 2: Organizational Psychology* (pp. 177-187). Thousand Oaks, CA: Sage Publications.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed., pp. 175-206, "Transformational Leadership"). Thousand Oaks, CA: Sage Publications.

Recommended

Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review, 12*(4), 637-647. (available from the library website)

Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *Leadership Quarterly, 10(2)*, 129–144.

Sashkin, M. (2004). Transformational leadership approaches: A review and synthesis. In J. Antonakis, A. T. Cianciolo, and R. J. Sternberg (Eds.), *The nature of leadership* (pp. 171-196). Thousand Oaks, California: Sage Publications.

Vision in Community Development

Required

Chatham-Kent Vision, [1 page hard copy as abridged]

City of Vancouver. (2002). CityPlan Community Visions.
  http://vancouver.ca/commsvcs/planning/cityplan/Visions/   [also available as 1 page of
  hard copy]
  and http://vancouver.ca/commsvcs/planning/cityplan/termsre.htm [16 pages of hard
  copy]

Shipley, R., & Newkirk, R. (1999). Vision and visioning in planning: What do these terms
  really mean? *Environment and Planning B: Planning and Design, 26,* 573-591.

Shipley, R. & Michela, J. L. (2006). Can vision motivate planning action? *Planning, Practice
  & Research, 21* (2), 223-244.

Recommended

Helling, A. (1998). Collaborative visioning: Proceed with caution! Results from evaluating
  Atlanta's vision 2020 project. *Journal of the American Planning Association, 64* (3),
  335-349.

Shipley, R., Feick, R., Hall, B., & Earley, R. (2004). Evaluating municipal visioning. *Planning,
  Practice & Research, 19* (2), 195-210.

Shipley, R., & Newkirk, R. (1998). Visioning in planning: Did anyone see where it came from?
  Journal of Planning Literature, 12 (4)*,* 407-416.

Required

Hauser, M., & House, R.J. (2000). Lead through vision and values. In E.A. Locke (Ed.), *The Blackwell handbook of principles of organizational behaviour* (pp. 257-273). Oxford, UK: Blackwell Publishers Ltd.

Yukl, G. (2001). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice Hall, pp. 283-284.

Zaccaro, S. J., & Banks, D. J. (2001). Leadership, vision, and organizational effectiveness. In S. J. Zaccaro & R. J. Klimoski (Eds.), *The nature of organizational leadership* (pp. 181-218). San Francisco: Jossey-Bass.

Recommended

Baum, J.R., Locke, E.A., & Kirkpatrick, S.A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, *83*, 43-54.

Dvir, T., Kass, N., & Shamir, B. (2004). The emotional bond: Vision and organizational commitment among high-tech employees. *Journal of Organizational Change Management*, *17* (2), 126-143.

Vision and Strategy in Leading Businesses and Not-for-profit Organizations

Required

Collins, J. C., & Porras, J. I. (1994). *Built to last: Successful habits of visionary companies* (Chapter 10, "The end of the beginning," pp. 201-218). London: Random House.

Collins, J. C., & Porras, J. I. (2000). *Built to last: Successful habits of visionary companies* (Chapter 11, "Building the vision," pp. 219-239; Appendix 3," pp. 292-294). London: Random House.

Nanus, B., & Dobbs, S. M. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge* ("Leader as Visionary," pp. 75-95; "Leader as strategist," pp. 97-117). San Francisco: Jossey-Bass.

Recommended

Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations* ("Inspiring a shared vision;" "Envision the future: Imagining ideal scenarios," pp. 79-105). San Francisco: Jossey-Bass.

Tichy, N. M., & Devanna, M. A. (1986). *The transformational leader* (p. vii-xi; 3-33;89-137). New York: Wiley.

Westley, F., & Mintzberg, H. (1989). Visionary leadership and strategic management. *Strategic Management Journal*, *10*, 17-32.

WikiSummaries. (2009). [summary of Jim Collins's book:] *Good to great: Why some companies make the leap... and others don't.* Retrieved from http://wikisummaries.org/Good_to_Great:_Why_Some_Companies_Make_the_Leap..._and_Others_Don%27t

on May 6, 2012.

Personal Vision

Required

Gardner, W. L., Avolio, B.J., Luthans, F., May, D.R., & Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *Leadership Quarterly*, *16*, 343–372.

> This paper is intended to serve as a theoretically rich counterpart (antidote?) to *The Personal Visioning Workbook*. While reading it you may take the point of view that you are seeking, through personal visioning, to become an "authentic" leader. Then this paper will tell you more about what that looks like and what it will get you. The paper also makes some connection to earlier perspectives on leadership (e.g., transformational).

Senge, P.M. , Kleiner, A., Roberts, C., Ross, R.B., Smith, B.J. (1994). *The Fifth Discipline fieldbook: Strategies and tools for building a learning organization* ("Personal Mastery," pp. 193-212; 224-226). New York: Currency Doubleday.

> Where this material overlaps considerably with *The Personal Visioning Workbook*, it may be worthwhile to consider the topics or issues from a slightly different angle. You are not expected to do the exercises here as such; just compare with *The Personal Visioning Workbook*. Note also how "moments of awareness" help in monitoring fidelity to one's vision. Finally consider how, at Beckman instruments, personal mastery connotes encouraging other people to express their values and aspirations so these can be aligned among individuals and the organization.

Recommended

Clemmer, J. (1999). *Growing the distance: Timeless principles for personal, career, and family success* (pp. 18-67). Kitchener, Canada: TCG Press.

> This work by a Kitchener-based consultant uses stories to address self-knowledge, authenticity, vision, values, and other topics addressed by others in the present set of readings.

Ilies, R., Morgeson, F.P., & Nahrang, J. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *Leadership Quarterly*, *16*, 373–394.

> From the same special issue of the *Leadership Quarterly* as the required paper by Gardner et al.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*(9), 954-969.

> This paper shows more than 1000 instances of citation in the PsycINFO database. Gardner *et. al* are among those who draw upon its insights.

Neck, C.P, & Manz, C.C. (2007). *Mastering self-leadership: Empowering yourself for personal excellence* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

> The whole book is listed here just for your information.

Senge, P. M. (2006). *The Fifth Discipline: The art and practice of the learning organization* (rev. ed). New York: Doubleday. "Introduction" (pp. xi-xviii); "Personal Mastery" (pp. 129-162).

> "'Learning in this context does not mean acquiring more information, but expanding the ability to produce the results we truly want in life" (p. 132). "'Personal mastery' is the phrase we use for the discipline of personal growth and learning" (p. 131). Senge's first edition of this book, in the early 1990s, made quite a splash.

Required

Cropanzano, R., & Randall, M.L. (1993). Injustice and work behavior: A historical review. In R. Cropanzano (Ed.), *Justice in the workplace* (pp. 3-20). Hillsdale, NJ: Lawrence Erlbaum.

Skarlicki, D.P., & Latham, G.P. (1997). Leadership training in organizational justice to increase citizenship behavior within a labor union: A replication. *Personnel Psychology, 50* (3), 617-633.

Recommended

Hideg, I. Michela, J. L., & Ferris, D. L. (2011). Overcoming negative reactions of nonbeneficiaries to employment equity: The effect of participation in policy formulation. *Journal of Applied Psychology*, *96* (2), 363-376.

Pillai, R., Scriescheim, C., & Williams, E. (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-sample study. Journal of Management, *25* (6), 897-933.

Organizational Culture and Organizational Transformation

Required

Michela, J. L., & Burke, W. W. (2000). Organizational culture and climate in transformations for quality and innovation. In N. M. Ashkanasy, C. P M. Wilderom, & M. F. Peterson (Eds.), *Handbook of organizational culture and climate* (pp. 225-244). Thousand Oaks, CA: Sage Publications.

Michela and Burke define, describe, and distinguish organizational culture and climate. Their application of these concepts to the task of organizational transformation toward Total Quality Management is merely illustrative; that is, organizational transformation in pursuit of other visions besides one of "total quality" could be analyzed and managed in a parallel manner.

Recommended

Goodstein, L. D., & Burke, W. W. (1996). Creating successful organization change. In W. W. Burke (Ed.), *Managing organizational change: A special report from Organizational Dynamics* (pp. 7-19). New York: American Management Association.

British Airways had a vision of transformation from a bureaucratic, money-losing mess, to a highly customer-responsive organization. Burke (and in a small way, Michela) contributed to the transformation and thus can tell its story.

Kilmann, R. (1995). A holistic program and critical success factors of corporate transformation. European Management Journal, 13(2), 175-186.

As the title implies, this paper offers a multifaceted approach to corporate transformation, developed by Kilmann and used in his consulting firm's projects.

Kunda, G. (1997). Exploiting enthusiasm: A case study of applied theories of innovation. In R. Garud, P. R. Nayyar, & Z. B. Shapira (Eds.), *Technological innovation* (pp. 325-342). Cambridge University Press.

Kunda provides an in-depth look at an organization, with implications for vision, values, and organizational culture management. (Kunda obtained his Ph.D. from MIT in the unit that includes E. H. Schein.)

Schein, E. H. (1985). How culture forms, develops, and changes. In R. H. Kilmann, J. J. Saxton, R. Serpa, & Associates (Eds.), *Gaining control of the corporate culture* (pp. 17-43). San Francisco: Jossey-Bass.

Schein is that rare writer on organizational culture who has studied some anthropology; he's the kingpin.

Entrepreneurs as Leaders and Visionaries

Required

Baron, R. (2006). Opportunity recognition as pattern recognition: How entrepreneurs "connect the dots" to identify new business opportunities. *Academy of Management Perspectives*, *20*, 104–119.

Isaacson, W. (2011). The genius of Jobs. *New York Times*, October 30, 2011, p. SR1.

Shane, S., Locke, E.A., & Collins, C.J. (2003). Entrepreneurial motivation. *Human Resource Management Review*, *13*, 257-279.

Recommended

Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, *11* (4), 448-469.

Ensley, M.D., Pearson, A., & Pearce, C.L. (2003). Top management team process, shared leadership, and new venture performance: A theoretical model and research agenda. *Human Resource Management Review*, *13*, 329-346.

Product Visioning and Creativity

Required

George, J.M. *(2007). Creativity in organizations. Academy of Management Annals,* **1***,* 439–477.

> A fairly comprehensive, recent review.

O'Conner, G. C., & Veryzer, R. W. (2001). The nature of market visioning for technology-based radical innovation. *Journal of Product Innovation Management, 18,* 231-246.

> This paper addresses vision in the sense of foresight into how new technologies may be applied profitably to address market needs. (You are not expected to "scrutinize" this article; just use it to get some concrete examples of the kinds of things discussed in the review by J. George.)

Recommended

Dahl, D. W., Chattopadhyay, A., & Gorn, G. J. (2000). The importance of visualization in concept design. *Design Studies*, *22*, 5-26.

> The authors claim that visualization has positive effects in the context of product design. Where else might it be helpful? How or why?

Pearce, C. L., & Ensley, M. D. (2003). A reciprocal and longitudinal investigation of the innovation process: The central role of shared vision in product and process innovation teams (PPITs). *Journal of Organizational Behavior*, *25*, 259-278.

> The focus on shared vision in teams, specifically, is intriguing, but the empirical study is questionable.

Swanson E. B., & Ramiller, N. C. (1997). The organizing vision in information systems innovation. *Organization Science*, *8* (5), 458-474.

> Organizing visions serve as an interpretive frame that can allow different individuals and groups within and beyond an organization to understand one another and coordinate their efforts toward new structures, relationships, and technologies. Do not lose the forest for the trees when you read this one. (Its occasional sociological terminology and arcane references to IS technologies can be puzzling.)

Charisma and Leadership Development

Required

DuBrin, A. J., & Geerinck, T. (2009). *Human relations: Interpersonal, job-oriented skills* ("Suggestions for developing charisma," pp. 176-178). Toronto: Pearson Education Canada.

Towler, A. J. (2003). Effects of charismatic influence training on attitudes, behavior, and performance. Personnel Psychology, 56 (2), 363-381.

Wagner, C.C., Kiesler, D.J., Schmidt, J.A. (1995). Assessing the interpersonal transaction cycle: convergence of action and reaction interpersonal circumplex measures. *Journal of Personality and Social Psychology*, *69* (5), 938-949.

Recommended

Sashkin, M. (1988). In J.A. Conger, R.N. Kungo, & Associates (Eds.), *Charismatic leadership: The elusive factor in organizational effectiveness* (pp. 122-160). San Francisco, CA: Jossey-Bass.

Frese, M., Beimel, S., & Schoenborn, S. (2003). Action training for charismatic leadership: Two evaluations of studies of a commercial training module on inspirational communication of a vision. *Personnel Psychology*, *56*, 671-697.

Stephen J. Zaccaro, S.J. & Banks, D. (2004). Leader visioning and adaptability: Bridging the gap between research and practice on developing the ability to manage change. *Human Resource Management*, *43* (4), 367–380.

Gender, Vision, and Leadership

Required

Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In J. Antonakis, A. T., Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 279-301). Thousand Oaks, CA: Sage Publications.

Ibarra, H. & Obodaru, O. (2009). Women and the vision thing. *Harvard Business Review*, *87* (1 [January]), 62-70.

Scott, K. A., & Brown, D. J. (2006). Female first, leader second? Gender bias in the encoding of leadership behaviour. *Organizational Behavior and Human Decision Processes, 101*, 230–242.

Recommended

Eagly, A. H. (2005). Achieving relational authenticity in leadership: Does gender matter? *Leadership Quarterly*, *16* (3), 459-474.

Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, *129* (4), 569-591.