

KYUNG HEE UNIVERSITY
GLOBAL COLLABORATIVE SUMMER PROGRAM
COURSE SYLLABUS

Aesthetic Leadership for a Networked World

Part1. Professor Femida Handy (Ph.D.)

University of Pennsylvania

Part2. Professor Minyoung Cheong (Ph.D.)

School of Management, Kyung Hee University

Class: ChungWoon Building

Classroom: TBD

Time: Part 1. July 2nd ~ July 11th 9:30 am to 12:30 pm

Part 2. July 12th ~ July 22nd 9:30 am to 12:30 pm

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* The course will be divided in two, Professor Handy taking the first 8 classes (in-person), Professor Cheong taking the remaining 7 classes (in-person). The final grade for the course will be computed based on the final grades of Part 1 (50%), Part 2 (50%).

PART 1

Etymologically, the term "aesthetics" comes from the Greek word 'aisthesis,' which refers to an experience that engages the senses rather than the intellect. Early Greek philosophers recognized sensing, feeling, intuition, imagination, and performing as valid forms of knowledge.

Part 1 of the course is about the relation between aesthetics and leadership in organizational life. Before tackling this difficult issue, of aesthetics of leadership which involves of "felt meaning generated from sensory perceptions, and involves subjective, tacit knowledge rooted in feeling and emotion" we need to understand how leadership decisions are made when rationality is and is not the guiding principle.

It is an important, but little understood, aspect of organizational life, of decision-making by *Aesthetic* leaders who must contend with in making difficult decisions for themselves and for their organizations. Thus Part 1 first introduces the meaning decision-making for leaders, especially when decision-making is not easy. This is the case when there is a dilemma, and there is no win-win outcome for the parties involved.

The first trait of a leader's aesthetic intelligence is the ability to be present. This involves being self-aware, attentive to others, and cognizant of the surrounding environment, as well as the stakeholders involved. In self-awareness is the need to understand one's moral compass and the difficulty of making moral judgements. It calls for self-awareness of one's biases and prejudices that are generally present in our feelings and emotions.

We know that for leaders to influence people, those people need to see them as charismatic and genuine. However, we don't fully understand leaders make difficult decisions that on the surface are not rational, but they have desired outcomes. Leaders often use their sense of aesthetics (like how things look and feel) to make these decisions. This idea, which we call "aesthetic leadership," ties into many

current topics in leadership studies. We explore explain the basic ideas and methods behind aesthetic leadership.

Session	Date	Topic
1/2	July 2/3	<ul style="list-style-type: none"> • Lecture 1 & 2 Introduction to Aesthetics
		<ul style="list-style-type: none"> <input type="checkbox"/> Aesthetics: what do we know about aesthetics <input type="checkbox"/> Leadership aesthetics: What is meant by organizational aesthetics
3	July 4	<ul style="list-style-type: none"> • Aesthetics and leadership
		<ul style="list-style-type: none"> <input type="checkbox"/> Are aesthetically minded leaders able to deeply engage the feelings/emotions of their followers? <input type="checkbox"/> Is there a role of trust in aesthetically minded leaders
4	July 5	<ul style="list-style-type: none"> • Transformational and visionary leadership
		<ul style="list-style-type: none"> • What transpires when a follower is drawn to a leader, does this attraction depends on aesthetics and the feelings/emotions that leaders evoke in followers?
5	July 8	<ul style="list-style-type: none"> • Charismatic and authentic leadership
		<ul style="list-style-type: none"> <input type="checkbox"/> What do followers rely on to determine whether a leader is charismatic? <input type="checkbox"/> How do followers make judgements of whether a leader is genuine or authentic?
6/7	July 9/10	<ul style="list-style-type: none"> • Ethical leadership
		<ul style="list-style-type: none"> <input type="checkbox"/> What is ethics? <input type="checkbox"/> What is the role of ethics in aesthetic leadership? <input type="checkbox"/> Are aesthetically minded leaders always ethical? <input type="checkbox"/> Does the power of feelings and emotion in leadership override ethical leadership?
8	July 11	<ul style="list-style-type: none"> • Student presentation • Various form of leadership using examples

READINGS FOR PART 1 (readings will be provided by the instructor and availed online)

Hansen, Hans, Arja Ropo, and Erika Sauer. "Aesthetic leadership." *The Leadership Quarterly* 18.6 (2007): 544-560.

Zhang, H., Cone, M. H., Everett, A. M., & Elkin, G. (2011). Aesthetic leadership in Chinese business: A philosophical perspective. *Journal of Business Ethics*, 101, 475-491.

Ropo, A., De Paoli, D., & Bathurst, R. (2017). Aesthetic leadership in the arts. In *Handbook of research*

on leadership and creativity (pp. 445-457). Edward Elgar Publishing.

Bono, J. E., & Ilies, R. (2006). Charisma, positive emotions and mood contagion. *The Leadership Quarterly*, 17(4), 317-334.

Monahan, K. (2012). A review of the literature concerning ethical leadership in organizations. *Emerging leadership journeys*, 5(1), 56-66.

Groves, K. S. (2006). Leader emotional expressivity, visionary leadership, and organizational change. *Leadership & Organization Development Journal*, 27(7), 566-583.

Students' participation and grades

In this course, students and the instructor will engage through lectures, case discussions using internet sources and videos, and group presentations. Our sessions will address topics from the readings and cases, as well as issues pertinent to students' organizational and life experiences.

1. Come to class prepared, having read the assigned readings prior to each class.
2. Participate actively and in class discussions and exercises using relevant real-life cases you have found
4. Demonstrate an integration of theory with examples in your final presentation

Student Grades: Class participation and presentations in class (20/50)

Final Presentation (25/50 instructor evaluation + 5/50 peer evaluation)

Abide by Kyung Hee University bylaws, if the student misses over 1/3 of the class, her/his overall grade will be graded as "F." If class absence constitutes a danger to the student's scholastic attainment, the instructor should inform and discuss with the student. If an urgent situation arises that would cause you to miss class (i.e., COVID-related health urgency, other health issues), **please notify the instructor or TA in advance**. It is the student's responsibility to inform the urgent situation and make alternate arrangements with the instructor.

ABOUT THE INSTRUCTOR

Femida Handy is Professor of Social Policy at the School of Social Policy and Practice at the University of Pennsylvania and the Director of the PhD program. Her research and teaching focus on the economics of the nonprofit sector, management and leadership, economics of volunteering, philanthropy, environmental issues, and entrepreneurship.

Dr. Handy served as the Editor-in-Chief of *Nonprofit and Voluntary Sector Quarterly* from 2010-2016, the premier journal in the field, and serves on the editorial board of several academic journals. Professor Handy has published widely in a variety of scientific journals and her work has garnered many awards. Her most recent co-authored book is *Ethical decision making for social impact* and examines the ethical dilemmas facing leaders.

One area of prominence is her scholarship on volunteering and philanthropy, in an international context. Her recent co-authored books are *Ethics for Social Impact*, *The Practice and Promise of*

Philanthropy in India (2016) and as well the award-winning book, The Palgrave Research Companion to Global Philanthropy (2015), which she co-edited. She has also written on environmental issues, including a children's book that introduces the concept of ecological footprint.

Before coming to Penn, Professor Handy was an Associate Professor at the Faculty of Environmental Studies at York University in Toronto, Canada where she currently holds the position of Senior Scholar.

PART 2

Leadership is one of the most widely researched topics in all areas of organizational sciences and is critical to professional practice and, most importantly, our daily lives. Learning leadership knowledge, reflecting its influence, and practicing it gradually is especially crucial in TUNA (Turbulent, Uncertain, Novel, and Ambiguous) era. **Part 2** of this course is designed to provide a substantive understanding of the classical and contemporary leadership models and their applications to search out the meaning of "Aesthetic Leadership" in a "Networked World".

OBJECTIVES OF PART 2

After completing this course, students should be able to:

- Demonstrate an initial understanding of the system/ecological perspective of leadership
- Understand how leadership models/approaches can be applied to various societal issues
- Practice analyzing and critiquing a set of leadership models/approaches to propose a sustainable leadership framework (i.e., aesthetic leadership)

In this course, we (students and instructor) will interact through lectures, case discussions, and group presentation. Class sessions will focus on issues raised by the readings, cases, and issues relevant to students' organizational and life experiences.

READINGS FOR PART 2

TEXTBOOK AND READINGS

- **Textbook:** Northouse, P. G. (2016). Leadership: Theory and Practice (7th Ed.). Thousand Oaks, California, CA: SAGE Publications, Inc. ISBN: 9781506311166

* Textbook is not required but recommended, and the instructor will provide the course-material.

EVALUATION CRITERIA

Class Attendance (10 Points)

Regular attendance is one of the most important ways students learn and understand the course materials. Class attendance is beyond mere class presence, meaning **students are expected to proactively engage in class activities and interact with the instructor and their fellow classmates.**

The final class attendance grade will be calculated using the below formula:

$$10 - [(\text{number of absent classes} * 1.4) + (\text{number of late classes} * 0.7)]$$

where,

10 = total point of attendance score

1.4 = weight of absent class: 10 pts / 7 sections in total

0.7 = weight of late class: half of the weight of the absent class

If an urgent situation arises that would cause you to miss class (i.e., COVID-related health urgency, other health issues), please notify the instructor in advance. **It is the student's responsibility to inform the urgent situation and make alternate arrangements with the instructor.**

The instructor might not consider an unavoidable absence legitimate if the student does not contact the instructor before the evaluative event. Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event.

The instructor can determine when irregular attendance negatively affects a student's scholastic achievement and the course grade. Abide by Kyung Hee University bylaws, if the student **misses over 1/3 of the class**, her/his overall grade will be graded as "F." If class absence constitutes a danger to the student's scholastic attainment, the instructor should inform and discuss with the student.

Team Research Presentation (30 Pts: 27 Point Presentation + 3 Point Peer Evaluation)

Selection) Students will be organized into groups and asked to identify a real leadership case (either desirable or undesirable issue) of their interest, *which shifted our viewpoints and a paradigm of leadership*. Such exemplary leadership cases are a) the unethical leadership scandal of Enron, Volkswagen, Theranos, b) the human-robot leadership interface model of UBER/Bea-dal-eui-minjok, c) the followership model of Instagram / X (previously known as Twitter) / Thread, and many more. **Then, students are expected to provide a brief overview of the selected case (including the case context, company, leadership team, followers, etc.)**

Analysis) Based on their selected leadership case, the student team should **analyze and articulate the specific aspects of why the case chosen is viewpoint/paradigm shift worth in terms of leadership perspective**. Students are especially expected to think through those aspects based on system/ecological perspective of leadership (i.e., leader-focused, follower-focused, context-focused, or constellation of every part, etc).

Suggestion) Based on their analysis, the student team provides **the practical and actionable takeaways/implications/suggestions learned from the case for the various stakeholders** (i.e., leaders, followers, board members, customers, citizens) to think through, especially from the leadership development perspective.

On the last day of the class, the student groups will conduct presentation based on their team-based research. The presentation should be 15 minutes, and 5 minutes afterward for Q & A session.

Every student must participate in the preparation and presentation of the team research presentation. The quality of the team presentation will be graded on (1) Appropriateness of research topic; (2) Quality of research; (3) Logical organization of presentation; (4) Presentation skills (such as eye contact,

preparedness, logical transitions and balance between group members, clear speaking voice); and (5) Skill in handling audience questions.

Team Research Report Submission (10 Pts)

After their presentation on the final day of the class, students are required to submit their presentation material (e.g., PPT, Prezi, CANVA, PDF). This will be considered as the team research report. Thus, the team has to create their presentation material organized and aesthetically. A reference list has to be included in the final slide of presentation material with the proper citation style (either in APA, Harvard, or Chicago).

Suggested periodicals for team research presentation

1) Practice-Oriented:

Harvard Business Review	MIT Sloan Management Review	Wall Street Journal
California Management Review	Forbes	Fortune

2) Scholarly Academic:

Academy of Management Annals	Academy of Management Journal	Academy of Management Review
Administrative Science Quarterly	Group and Organization Management	Human Performance
Human Relations	Human Resource Management Review	Journal of Applied Psychology
Journal of Business and Psychology	Journal of Business Ethics	Journal of International Business Studies
Journal of Management	Journal of Management Studies	Journal of Managerial Psychology
Journal of Organizational Behavior	Journal of Organizational and Occupational Psychology	Journal of Organizational Change Management
Leadership Quarterly	Management Science	Organizational Behavior and Human Decision Processes
Organization Science	Personnel Psychology	Strategic Management Journal

FINAL GRADE

Each student should consider that s/he is starting the course with a mean (average) grade. A student’s level of academic effort will either lower or raise her/his grade. Students are reminded that a letter grade of A is given to students who do exceptional work in all the evaluated criteria.

The final point grade (Part 1: 50 Pts + Part 2: 50 Pts) will be converted into a letter grade as follows:

Points	Grade
100 points to 96.01 points	A+
96 points to 93.01 points	A0
93 points to 89.01 points	A-
89 points to 86.01 points	B+
86 points to 83.01 points	B0
83 points to 79.01 points	B-
79 points to 76.01 points	C+
76 points to 73.01 points	C0
73 points to 69.01 points	C-
69 points to 66.01 points	D+
66 points to 63.01 points	D0
63 points to 57.01 points	D-
57 points to 0	F

COURSE OUTLINE FOR PART 2

Session	Date	Topic
1	July 12	Introduction of Part 2 & Team Composition
		<ul style="list-style-type: none"> <input type="checkbox"/> Understanding the leadership from the system/ecological perspective <input type="checkbox"/> L-F-C framework of leadership
2	July 15	Past: Leader-focused leadership (1)
		<ul style="list-style-type: none"> <input type="checkbox"/> Trait perspective of leadership <ul style="list-style-type: none"> ○ Leader personality/characteristics ○ Implicit (ideal) leadership theory
3	July 16	Past: Leader-focused leadership (2)
		<ul style="list-style-type: none"> <input type="checkbox"/> Behavioral perspective of leadership <ul style="list-style-type: none"> ○ Leader behavior patterns ○ Task- / Relations-oriented leadership theory
4	July 17	Present: Follower-focused leadership (1)
		<ul style="list-style-type: none"> <input type="checkbox"/> Leader-follower interaction perspective of leadership <ul style="list-style-type: none"> ○ Transformational leadership ○ LMX (leader-member exchange) theory
5	July 18	Present: Follower-focused leadership (2)
		<ul style="list-style-type: none"> <input type="checkbox"/> Follower-leader interaction perspective of leadership <ul style="list-style-type: none"> ○ Authentic leadership / Ethical leadership ○ Followership theory

6	July 19	Future: Context-focused leadership
		<input type="checkbox"/> Context perspective of leadership <ul style="list-style-type: none"> ○ Leader emergence in the networked world ○ Shared leadership theory
7	July 22	Team Research Presentation

ABOUT THE INSTRUCTOR (Part 2)

Minyoung Cheong is an Associate Professor of Management in the School of Management at Kyung Hee University. He earned his B.B.A. from Kyung Hee University, Seoul, South Korea, M.S. from Seoul National University, Seoul, South Korea, and Ph.D. from the State University of New York at Binghamton (SUNY Binghamton). His primary research passion resides in the topic of leadership in general and the topic of empowering leadership in particular. Related interests are in the areas of A.R.T of leadership, paradox, emergence, and bottom-up effects pervaded in organizations. His work has published in prestigious management and psychology journals such as *The Leadership Quarterly*, *Journal of Organizational Behavior*, *Organizational Research Methods*, *Journal of Occupational and Organizational Psychology*, and *Group & Organization Management*. He has also given over 20 conference presentations at top national and international academic conferences such as the Academy of Management, Society for Industrial & Organizational Psychology, and Southern Management Association. His teaching interests are (positive) organizational behavior, leadership development, and research methods.