

KYUNG HEE UNIVERSITY  
GLOBAL COLLABORATIVE SUMME PROGRAM  
COURSE SYLLABUS

**Aesthetic Leadership for a Networked World**

Part1. Chung-shig Shin  
Part2. TBD  
Part 3. Minyoung Cheong, Ph.D.  
School of Management, Kyung Hee University

Class: ChungWoon Building

Classroom: TBD

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\* The course will be divided in three, Professor Shin taking the first 5 classes, Professor XX taking the second 2, and Professor Cheong taking the remaining classes (in-person). The final grade for the course will be computed based on the final grades of Part 1 (30%), Part 2 (20%), and Part 3 (50%).

**[PART 1]**

**OVERVIEW OF PART 1**

This is about the relation between aesthetics and leadership in organizational life. Before tackling this difficult issue, the instructor of Part 1 first introduces a real aesthetic problem in the sense that it concerns a human sensory faculty, such as seeing, hearing, smelling, tasting, and seeing and a human faculty of judgement, i.e., the aesthetic judgement. The main question in Part 1 is: What might be most durable among all things or the products of action? Think about some events, deeds, and words. All of them are so transitory that they hardly survive a day. From the perspective of sheer sustainability, art works or some beautiful performances are surprisingly far superior to all other things or activities. It is curious that they stay longer in the world than anything else. How about the beauty in organizational life? By trying to answer it, we might get into an aesthetic analysis of leadership in organizational life. This is surely a new area of inquiry in organization theory and management studies. The objective of Part 1 is to consider the plausibility and the truth of organizational aesthetics and even enrich knowledge about aesthetic leadership experiences in everyday organizational life.

**READINGS FOR PART 1**

Hannah Arendt. (2006). "The Crisis in Culture," *Between Past and Future*, New York: Penguin Books, 194-222.

Immanuel Kant (1987). *The Critique of Judgment*, trans. Werner Pluhar, Indiana: Hackett Publisher.

Ramirez, Rafael (1991). *The Beauty of Social Organization*. Munich: Accedo.

Ramirez, R. (2005). The aesthetics of cooperation. *European Management Review*, 2, 28–35.

Strati, A. (1999). *Organization and Aesthetics*. London: Sage.

\* The instructor will provide the course-material.

## **ABOUT THE INSTRUCTOR (Part 1)**

**Chung-Shig Shin** is a Vice Director of *Institute for Human Society* and Professor of Practice at Kyung Hee University. He earned his Ph.D. from New School for Social Research in New York City majoring in philosophy focusing on the relation between aesthetics, politics, and ethics. Currently he is teaching two core classes in English, *The Human Quest for Values* and *The World Citizenship* in *Humanitas* College, KHU in Seoul. He really enjoys any kind of debate as so-called language games, that is, a serious play of words with students in his classes where they, as learners rise to the understanding of the world.

## **[PART 2]**

### **OVERVIEW OF PART 2**

## **[PART 3]**

### **OVERVIEW OF PART 3**

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. The third part 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 3**

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 3**

#### **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.

### REQUIREMENTS FOR PART 3

#### MEASUREMENT OF LEARNING OBJECTIVES (ASSIGNMENTS AND GRADING)

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 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

#### EVALUATION CRITERIA

##### Class Attendance (20% of Final Grade)

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:

$$20 - [(\text{number of absent classes} * 2.5) + (\text{number of late classes} * 1.25)]$$

where,

20 = total point of attendance score

2.5 = weight of absent class: 20 pts / 8 sections in total

1.25 = 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 Report (50% of Final Grade)**

**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.

### **Team Research Presentation (30% of Final Grade: 25% Presentation + 5% Peer Evaluation)**

On the last day of the class, the student groups will conduct presentation based on their Team Research Report. 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) Quality of research; (2) Logical organization of presentation; (3) Presentation skills (such as eye contact, preparedness, logical transitions and balance between group members, clear speaking voice); (4) Skill in handling audience questions; and (5) Group internal evaluations (5% of peer evaluation).

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

**COURSE OUTLINE FOR PART 1**

Session	Date	Topic
1	July 2	<b>Introduction of Part: Aesthetic Understanding of Leadership</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> The aesthetics of cooperation</li> <li><input type="checkbox"/> The beautiful in organizational life</li> </ul>
2	July 3	<b>Aesthetic Considerations: love of beauty or love of wisdom</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> The relation between art works and all other things                             <ul style="list-style-type: none"> <li>o from the viewpoint of sheer durability</li> <li>o from the 'worldly' perspective</li> </ul> </li> </ul>
3	July 4	<b>Aesthetic Judgment as Political Judgment</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> "We love beauty within the limits of political judgment."</li> <li><input type="checkbox"/> The discerning, judging elements within the realm of an active love of beauty</li> </ul>
4	July 5	<b>Aesthetics as 'Framing' in Ramirez</b>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Aesthetics is the foundation of how an individual accesses, manifests, produces, and shares ‘form.’</li> <li><input type="checkbox"/> Leaders are those who manifest ‘form(s)’ in ways that resonate for their followers.</li> </ul>
5	July 8	<b>The Relation of Aesthetic Capacity to Leadership</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> The aesthetic dimension of everyday life in organizations</li> <li><input type="checkbox"/> The capacity to judge aesthetically is the ability to see things from all those in organization.</li> <li><input type="checkbox"/> The power of leadership rests on a potential agreement with others.</li> </ul>

## COURSE OUTLINE FOR PART 2

TBD

## COURSE OUTLINE FOR PART 3

Session	Date	Topic
1	July 11	<b>Introduction of Part 3 &amp; Team Composition</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding the leadership from the system/ecological perspective</li> <li><input type="checkbox"/> L-F-C framework of leadership</li> </ul>
2	July 12	<b>Past: Leader-focused leadership (1)</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Trait perspective of leadership <ul style="list-style-type: none"> <li>○ Leader personality/characteristics</li> <li>○ Implicit (ideal) leadership theory</li> </ul> </li> </ul>
3	July 15	<b>Past: Leader-focused leadership (2)</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavioral perspective of leadership <ul style="list-style-type: none"> <li>○ Leader behavior patterns</li> <li>○ Task- / Relations-oriented leadership theory</li> </ul> </li> </ul>
4	July 16	<b>Present: Follower-focused leadership (1)</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Leader-follower interaction perspective of leadership <ul style="list-style-type: none"> <li>○ Transformational leadership</li> <li>○ LMX (leader-member exchange) theory</li> </ul> </li> </ul>
5	July 17	<b>Present: Follower-focused leadership (2)</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Follower-leader interaction perspective of leadership <ul style="list-style-type: none"> <li>○ Authentic leadership / Ethical leadership</li> <li>○ Followership theory</li> </ul> </li> </ul>
6	July 18	<b>Future: Context-focused leadership (1)</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Context perspective of leadership <ul style="list-style-type: none"> <li>○ World of TUNA (Turbulent, Uncertain, Novel, Ambiguous)</li> <li>○ Shared leadership theory</li> </ul> </li> </ul>

7	July 19	<b>Future: Context-focused leadership (2)</b>
		<ul style="list-style-type: none"> <li>□ Leader-Follower-Context perspective of leadership <ul style="list-style-type: none"> <li>○ Leader emergence in the networked world</li> <li>○ Aesthetic leadership</li> </ul> </li> </ul>
8	July 22	<b>Team Research Presentation</b>

### **ABOUT THE INSTRUCTOR (Part 3)**

**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.