

COURSE SYLLABUS



Leadership

Course code: MGT 260

Semester and year: Fall 2021

Day and time: Wednesdays, 11:30 - 14:15

Instructor: Daniel Padolsky, M.A.

Instructor contact: daniel.padolsky@aauni.edu

Consultation hours: Wednesdays, 11:00-11:30

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	
Contact hours	42 hours	Course type	BA req/el

1. Course Description

This course is a detailed study of the principles and theories of leadership and management. The student will learn a systematic, logical way of thinking about leadership and management within organizations. Through various instructor administered and self-assessment instruments, students will be able to personalize leadership development profiles for their personal and professional advancement.

Topics covered include: compare and contrast management and leadership, ethical behavior of leaders, emotional intelligence, change management, motivation of followers, power and influence, leading teams, and life-long learning.

The course involves in depth reading from leading texts, journals, and popular literature in the field of leadership and management as well as considering the attributes and behaviors of leaders as individuals, identify relationship building aspects of leadership, explain social architecture of leadership, conduct a basic literature review of a selected topic and Make an oral presentation to the class regarding the topic selected for the literature review.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

1.0 Knowledge and understanding – students will be able to:

- 1.1 Compare and contrast management and leadership
- 1.2 Discuss the nature of leadership
- 1.3 Outline evolving theories of leadership
- 1.4 Describe personal aspects of leadership
- 1.5 Identify relationship building aspects of leadership
- 1.6 Explain social architecture of leadership

2.0 Intellectual Skills – students will:

- 2.1 Address leadership and management issues from a theoretical perspective

2.2 Develop a framework for understanding moral and ethical issues in different leadership and management styles. Consequently students will recognize the need for flexibility in their approach to solving organizational problems

2.3 Engage in self-management in terms of time, planning and behavior, motivation, individual initiative and enterprise. This applies equally to effective performance within a team environment including leadership, team building, and influencing as well as project management skills.

3.0 Transferable skills – students will:

3.1 **Critical Thinking:** Think strategically in terms of identifying and solving organizational problems.

3.2 **Creative Thinking:** Create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

3.3 **Information Management:** Search for, select and process relevant information guided by relevant theoretical frameworks.

3.4 **Communication Skills:** Communicate effectively within group work and team activities. Be able to present concise and coherent ideas, orally and in writing, in a professional manner.

3.5 **Personal Leadership Style Analysis:** Analyze his or her personal leadership style (through a series of self and instructor administered assessment instruments), evaluate and develop a continuing program for self-improvement in management and leadership skills.

3. Reading Material

Required Materials

- Daft, Richard L., *The Leadership Experience*. 5nd edition. 2011.
- Komives, Susan R, Nance Lucas, and Timothy R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass Publishers, 1998. Print. (two chapters)
- Northouse, Peter G. *Leadership: Theory and Practice*. 7th ed., international ed., Los Angeles: Sage, 2016. Print.
- Lussier, Robert N. and Christopher F. Achua. *Leadership: Theory, Application, & Skill Development*. 6th ed., Australia: Cengage Learning, 2015. Print.
- Kotter, John P. and Leonard A. Schlesinger, "Choosing Strategies for Change", *Harvard Business Review*, July-August, 2008.

4. Teaching methodology

Group work, case studies, discussions, experiential exercises, and lectures.

5. Course Schedule

Date	Class Agenda
Session 1 Sept. 1	<p>Topic: Introducing Leadership and the Course</p> <p>Description: Students will be introduced to the subject of leadership by focusing on the meaning of leadership and followership. Students will also be oriented to the course’s syllabus, which includes the course assignments, learning outcomes, and schedule.</p> <p>Reading: None</p> <p>Assignments/deadlines: None</p>
Session 2 Sept. 8	<p>Topic: Understanding the Trait Approach</p>

	<p>Description: Students will discuss the advantages and disadvantages of the trait approach to leadership, what traits are important to leadership, They will also read case studies and then discuss what actions the trait approach recommends in the situations portrayed.</p> <p>Reading: Northouse, "Trait Approach", pp. 19-32.</p> <p>Assignments/deadlines: Journal entry #1</p>
Session 3 Sept. 15	<p>Topic: Understanding Behavioral Leadership</p> <p>Description: Students will discuss the advantages and disadvantages of "Behavioral Leadership. They will read case studies and then discuss what actions this approach recommends in the situations portrayed.</p> <p>Reading: Northouse, "Behavioral Approach", pp. 71-81.</p> <p>Assignments/deadlines: Journal entry #2</p>
Session 4 Sept. 22	<p>Topic: Understanding the Situational Leadership Approach</p> <p>Description: Students will learn about the Situational Leadership approach and practice how to use it in real life settings.</p> <p>Reading: Northouse, "Situational Approach", pp. 93-103.</p> <p>Assignments/deadlines: Journal entry #3</p>
Session 5 Sept. 29	<p>Topic: Understanding the Situational Leadership Approach Part 2</p> <p>Description: Students will continue to learn about the Situational Leadership approach and practice how to use it in real life settings.</p> <p>Reading: Northouse, "Leader-Member Exchange Theory", pp. 137-49.</p> <p>Assignments/deadlines: Journal entry #4</p>
Session 6 Oct. 6	<p>Topic: Motivating Others/Understanding the Path-Goal Theory</p> <p>Description: Students will learn about the Path-Goal Theory of leadership and motivating others.</p> <p>Reading: Northouse, "Path-Goal Theory", pp. 115-25.</p> <p>Assignments/deadlines: Essay #1</p>
Session 7 Oct. 13	<p>Topic: Motivating Others/Understanding the Path-Goal Theory Part 2</p> <p>Description: Students will continue to learn about the Path-Goal Theory of leadership and motivating others.</p> <p>Reading: Daft, "Leadership and Motivation", pp. 226-37.</p> <p>Assignments/deadlines: Journal entry #5, Results of the Meyer-Briggs self-assessment</p>
Session 8 Oct. 20	<p>Topic: Midterm</p> <p>Description: Students will an exam covering the materials we have discussed so far.</p> <p>Reading: None</p> <p>Assignments/deadlines: Midterm</p>
Oct. 27	Mid-term break
Session 9 Nov. 3	<p>Topic: Understanding Transformational Leadership</p> <p>Description: Students will learn about transformational leadership.</p> <p>Reading: Northouse, "Transformational Leadership", pp. 161-181.</p> <p>Assignments/deadlines: Journal entry #5</p>
Session 10 Nov. 10	<p>Topic: Understanding Transformational Leadership Part 2</p> <p>Description: Students will continue to learn about transformational leadership.</p> <p>Reading: Kotter and Schlesinger, "Choosing Strategies for Change", pp. 1-11.</p> <p>Assignments/deadlines: Journal entry #5</p>
Nov. 17	HOLIDAY

Session 11 Nov. 24	Topic: Understanding Authentic Leadership Description: Students will learn about authentic leadership. Reading: Northouse, "Chapter 9: Authentic Leadership", pp. 195-209. Assignments/deadlines: Journal entry #5
Session 12 Dec. 1	Topic: Understanding Servant Leadership Description: Students will learn about servant leadership. Reading: Northouse, "Chapter 10: Servant Leadership", pp. 225-42. Assignments/deadlines: Journal entry #5
Session 13 Dec. 8	Topic: Understanding Followership and Review Description: Students will learn about followership and review for the final exam. Reading: Lussier & Achua, "Chapter 7: Leader-Member Exchange and Followership", pp. 239-49. Assignments/deadlines: Journal entry #5
Session 14 Dec. 15	Topic: Final Exam Description: Students will take a comprehensive final exam. Reading: None Assignments/deadlines: Action Plan

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	20%	Students are expected to be present, timely, and contribute constructively to discussions.	1,2,3
Journal entries	24	15%	Comprehension of course material, and key concepts and application of those concepts to their experiences, describe their learning preferences, strengths and weaknesses, values, attitudes, and beliefs and how they affect their ability to lead others and leadership philosophy, and describe their personal philosophy of leadership.	1
Leadership Practice Activity (2)	12	10%	Ability to facilitate a group activity.	3
Group Facilitation (2)	15	15%	Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and demonstrate subject knowledge.	1,2,3

Personal Leadership Philosophy	12	10%	Describe their personal philosophy of leadership, how they plan to lead others, their leadership values, and their expectations of others.	1,2
Action Plan	9	5%	Describe their learning preferences, strengths and weaknesses, values, attitudes, and beliefs and how they affect their ability to lead others and leadership philosophy, and understand what future actions they need to take to improve their ability to lead.	1
Midterm	16	10%	Comprehension of course material and key concepts, including understanding the differences between a manager and a leader and describing the modern day meaning of leadership vs. the traditional sense of leadership.	1
Final Exam	20	15%	Comprehension of course material, and key concepts, including evaluating leadership effectiveness within any context, describing various approaches to leadership and describing various approaches to leadership.	1s

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Participation:

Assessment breakdown

Assessed area	Percentage
Active engagement in discussion	50%
Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts (based on the course readings)	50%

Journal Entries: Students are required to reflect in writing their thoughts on the readings for homework or answer one of a list of questions provided by the teacher. There will be a total of 8 entries, and each journal entry should be around 250-500 words.

Assessment breakdown

Assessed area	Percentage
Content/Quality of Ideas: --Responses to the readings are reflective in nature and show an ability to apply the content to students' personal experience --Responses to the readings are not only summaries of what was read	100%

Leadership Practice Activity: This assignment will help students develop leadership skills and build confidence while practicing their presentation, facilitation, discussion, and group processes. Students will be randomly assigned to facilitate two of the following: 1) an opening activity, 2) mid-class activity, or 3) closing process for a class session. In addition, students must develop a detailed and thorough outline of their component to submit to the teacher. The outline should be at least one page and contain all aspects of the presentation – what was said, done, and provided.

Assessment breakdown

Assessed area	Percentage
Content: Students effectively run the leadership-related activity within the time limits and involve the other students. Includes proper: <ul style="list-style-type: none"> -Application to leadership -Preparation and facilitation -Interest/inspiration/engagement -Creativity -Adherence to assignment guidelines 	70%
Outline: The one-page outline describes the component comprehensively by stating what was said, done, and provided. Includes all presented information in format that anyone could replicate/deliver, no spelling or grammatical errors.	30%

Group Facilitation: Students will be selected for two dates and topical readings from our readings to facilitate two in-class group discussions. At home, students will prepare to facilitate a discussion on the assigned date’s reading by doing a close-reading of the reading and writing 5-7 open-ended discussion questions and an outline of the reading. On the assigned facilitation dates, students will then bring typed copies of the 5-7 discussion questions/outlines to class and submit a copy online. Students will then lead a 15-20-minute discussion about the readings with the group so that students get a good understanding of the key concepts associated with the assigned topic.

Assessment breakdown

Assessed area	Percentage
Content: Questions are appropriate for the assigned reading, help students to understand key concepts in the reading, and cover the reading comprehensively.	25%
Group Facilitation: The student effectively facilitates a comprehensive discussion of the reading	50%
Outline: The outline covers the entire reading and is structured in an appropriate manner.	25%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%
Warning: If a group facilitation is missed, it cannot be made up another day.	

Personal Leadership Philosophy: Students will write a 800-1000 page personal leadership philosophy. They will write about their personal definition of leadership, what people can expect of them and/or how they will lead others, their leadership style(s) and, possibly, when they will use it (them), their expectations of others, how they will know that they are being an effective leader, their leadership values (e.g. integrity, social responsibility, respect, etc. The values they need to be an effective leader.), how they will treat other people they deal with on a daily basis, their attitude and approach to tasks/leadership situations, and their leadership priorities.

Assessment breakdown

Assessed area	Percentage
Content/Quality of Ideas: --A comprehensive overview of the student's definition of leadership, values, beliefs, attitudes, skills, strengths and weaknesses is provided. --The student has related the previously mentioned areas to a preferred leadership approach.	80%
Style: The language used is appropriate and references course terminology.	20%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%

Action Plan**Assessment breakdown**

Assessed area	Percentage
Organization: The presentation is clear and develops in a logical manner.	20%
Content/Quality of Ideas: --A review of the student's weaknesses (areas that need improvement) is provided. --A plan identifying what actions the student will take in the future to strengthen their weaknesses is provided.	60%
Delivery: The language used is appropriate and references course terminology.	20%

Midterm Exam: An exam will be given to students at the midway point of the semester which covers all of the material covered in the readings and classes so far.

Assessment breakdown

Assessed area	Percentage
Comprehension and application of course material	100%

Final Exam: A final, comprehensive exam will be given on the last day of class.

Assessment breakdown

Assessed area	Percentage
Comprehension and application of course material	100%

Assignment 2:**8. General Requirements and School Policies****General requirements**

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Daniel Padolsky
Date: June 15th, 2021

Approved by and when:

Karel Kubias, Chair of Department of Management, July 7th 2021

Jan Vašenda, Dean, School of Business Administration, August 27th, 2021