INTRODUCTION

Welcome to Organizational Leadership. In this course, we will study leadership in theory and practice, primarily as it applies to organizations, but also to other areas of life.

Most, if not all, of us have experience with leading and following others. Consequently, we have an implicit understanding of what leadership is and what it feels like. Nevertheless, we often have difficulty defining it in concrete terms as well as differentiating it from commonly associated sorts behavior (e.g., administrating, governing, managing, etc.). The purpose of this course is to provide you with the knowledge and insights needed to identify leadership in organizations and explain what makes it more or less effective.

For those inclined to lead, the course content should equip you to enhance your own leadership potential. For the rest, not to worry, many, if not all, of the principles you will learn in this course serve to make us more effective followers too.

Jason Pierce, Assistant Professor

STANDARDIZED COURSE OBJECTIVES

❖ Define leadership, describe the role of genetics and development on individual leadership capability and be able to identify popular distinctions in the differences between leaders versus managers.

❖ Assess the state of current leadership capacity within organizations and suggest how a leadership-needs analysis can support and enhance organizational effectiveness.

❖ Demonstrate leadership skills through participation in experiential exercises.
❖ **Assess** personal values, beliefs and ethical standards to enhance self-awareness in regard to our own personal leadership behaviors and reactions to others’.

❖ **Identify** how leading a team is different from leading a group of individuals.

❖ **Identify** special challenges involved in leading geographically dispersed (virtual) teams.

❖ **Describe** the role of culture in determining effective leadership perceptions and outcomes.

❖ **Understand** leadership at the Personal, Interpersonal, Team and Organizational levels (PITO) and the array of leader-follower-situation (LFS) variables that influence the leadership process.

### THE PROFESSOR’S COURSE OBJECTIVES

❖ Establish a **vocabulary** that enables us to ...
  - Distinguish leadership from related behaviors
  - Classify different types of leaders

❖ Develop **theoretical understanding** that allows us to understand ...
  - Why, when, how, and where leadership happens
  - Followers and their responses to leadership
  - The role environmental and organizational context plays in the process

❖ Obtain **practical experience** that ...
  - Enables us to understand our own leadership potential
  - Makes us better suited to identify and evaluate other leaders

### COURSE METHODOLOGY

Readings, case analyses, class discussions, and experiential exercises will serve as the primary vehicles for learning in this course. Chapters from our texts will provide the starting points for our in-class activities so it is essential that each student read assigned chapters prior to each meeting. This preparation will not only improve your in-class experience but also your performance on course evaluations.
COURSE MATERIALS

Primary Text:

Select Chapters from:
  Get full text free on-line from UNCG library at: https://tinyurl.com/yc2ujuo4p
  Get full text free on-line from UNCG library at: https://tinyurl.com/y97mdoh3

Recommended readings:

COURSE SCHEDULE

INTRO: COURSE OVERVIEW 16 AUG 17
- Getting warmed up

In Class:
- Why are we here?
- What is leadership?

MODULE I: THE PARTS & PROPERTIES OF LEADERSHIP

BLOCK 1: TRAITS VERSUS BEHAVIORS 21 – 23 AUG 17
- Leader emergence
- Leader effectiveness
- Common misperceptions

Reading:
- Northouse Chapters 1, 2, & 4

In Class:
- Are leaders born or made?

Due:
- Personality Profiles
BLOCK 2: LEADERSHIP SKILLS & SITUATIONS  28 – 30 AUG 17
- What effective leaders do
- The moderating role of situations

Reading: Northouse Chapter 3 & 5
In Class: Team Formation & First Assignment
The Mentorship Case

BLOCK 3: PROVIDING CONTEXT  6 – 11 SEP 17
- Evaluating leadership in organizational contexts
- Providing an example

Reading: None
In Class: Introducing the team project
Coach Carter
Due: Team-Building Assignment

BLOCK 4: THE PSYCHOLOGY OF LEADING & FOLLOWING  13 – 18 SEP 17
- A primer on human motivation
- Personality revisited

Reading: Russell Chapters 1 & 2
In Class: Dan Pink Video
Team Meetings & Micro-Coaching
It Takes Two to Tango
Due: Team Project Targets w/ Roles & Responsibilities

- Understanding effective followership
- A primer on human motivation

Reading: TBA from Riggio, Chaleff & Lipman-Blumen
In Class: Team mini-lessons on followership
Due: Team Mini-Lessons Notes and Exam Questions

EXAM MODULE I  27 SEP 17
MODULE II: THE PROCESS OF LEADERSHIP

BLOCK 6: POWER & INFLUENCE PROCESSES 2 – 4 OCT 17
- What is power and its role in leadership?
- Influencing others effectively and ethically

Reading: Russell Chapter 3
Optional: Cialdini Book

In Class: Let’s define power
Cialdini Video

Due: Team Project: Introduction

BLOCK 7: GOAL- & IDENTITY ORIENTED LEADERSHIP 11 – 16 OCT 17
- Path-Goal Theory of Leadership
- LMX Theory of Leadership

Reading: Northouse Chapters 6 & 7

In Class: Case 6.1

BLOCK 8: PROJECT PART I 18 – 23 OCT 17
Reading: None

In Class: Peer Feedback
Micro-Coaching

Due: Building Charlotte Case Write-Up

BUILDING CHARLOTTE CASE DEBRIEF 25 OCT 17
Due: Team Case Write-Up Plus Individual Reflections/Improvements

MODULE III: THE PROTOTYPES OF LEADERSHIP

BLOCK 9: TYPES OF LEADERS(HIP) 30 OCT – 1 NOV 17
- The two variables
- Leader prototypes

Reading: SKIM Northouse Chapters 8, 9, 10 & 11

In Class: Favorite type of leadership?
# Block 10: Organizational Architecture  
**6 – 8 Nov 17**

- Organizational structure & authority
- Vertical & horizontal alignment
- Re-alignment

**Reading:**  
Leadership Forum: The Architecture of Management (available through library)

**In Class:**  
How aligned are you?

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# Block 11: Cultural and Other Common Challenges  
**13 – 15 Nov 17**

- Leading Ethically
- Leading Teams
- Gender & Culture

**Reading:**  
**SKIM** Northouse Chapters 13, 14, 15 & 16

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# Early Team Presentations  
**20 Nov 17**

**In Class:**  
Team Presentations 15-minutes Each

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# Team Presentations  
**27 – 29 Nov 17**

**In Class:**  
Team Presentations 15-minutes Each

**Due:**  
Final Team Projects

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# Exam Modules II & III  
**8:00 – 11:00 AM 1 Dec 17**

This schedule is subject to change. Any modifications will be announced in class or via the course web site, which will be our official communication channels during the semester.

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# Performance Evaluation

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<tr>
<td>Exam I</td>
<td>20%</td>
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<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Team Activities</td>
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<td>(Mini-Lesson 5% + Case 15% + Project 20%)</td>
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<tr>
<td>Professionalism</td>
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EVALUATION CRITERIA

**Examinations:** May include multiple choice, true/false, short-answer, and essay questions taken from lecture, text material, readings, and cases. Students who miss an exam may take a make-up that will involve answering potentially more difficult questions orally.

**Mini-Lesson:** Each team will prepare a mini-lesson on followership for Block 5 or, if the number of teams necessitates, power for Blocks 4 or 6. Your team can use whichever medium deemed appropriate to deliver the lesson (e.g., exercise, lecture, video, etc.), but must turn in summary notes with three to five potential exam questions. You will earn points based on student reactions to the lessons and the quality of the exam questions.

**Case Write-Up:** You will do one case write-up to enhance your learning and to give you practice for the team project (described below). Your grade will depend on how well you use course concepts to make sense of the situation described in the case and make recommendations for its protagonist(s). Your first drafts will be peer-graded and then you will have an opportunity to reflect on and incorporate that peer feedback into a final write-up. I will post detailed instructions and grading criteria on the course web-site.

**Team presentation/project:** In teams of 4 to 6 students, you will choose an organizational leader to analyze. The project has six graded deliverables. You will evaluate your teammates on their level of participation and overall contribution to the team’s success on all but the first deliverable. Peer evaluations are 100% confidential; do not discuss.

**NOTE 1:** the professor will adjust individual grades based on peer evaluations.

**NOTE 2:** violating peer-evaluation confidentiality will result in a zero for professionalism.

**Professionalism:** Your success in life depends on your ability to conduct yourselves in a professional manner. Therefore, this course includes professionalism as a component of your grade. You can earn professional points for behaving in ways that helps us achieve our course objectives (e.g., participating in a positive way) or lose them for any actions that undermine those objectives (e.g., interfering with the rights of other students or the professor). There are no limits to how many points you can earn or lose on these bases.

TEAM PROJECT

**Overview:**

Your team will assume the role of consultants with the goal of improving leadership and thus performance in a real organization. Teams may choose any leader of any organization so long as each is real. You will then use course concepts to:

1. Diagnose their leadership problem(s)
2. Recommend solutions to them
Ground rules:

Your options for leader/organization choice as well as the methods you choose are bounded only by your imagination and four ground rules:

1. Always follow ethical and legal norms. When in doubt, ask.
2. No pre-packaged cases. We will analyze a pre-packaged case. This exercise has a different purpose.
3. Cite your sources using a recognized style (e.g., APA, MLA, etc.).
4. Don’t be Underpants Gnomes.

To give you some ideas, you can identify leaders and find information about them from personal experiences (including your own work), interviews, questionnaires, local newspapers, and the business press (e.g., Business Week, Forbes, Fortune, Wall Street Journal), analysis of organizational documents, trade journals, academic journals, etc.

Deliverable 1: Team-Building (5%)
Meet as a team outside of class and do something fun together. Submit:

1. One or more pictures of your team-building event
2. A brief description of what you did together
3. Team name
4. Name of your team liaison who will communicate with the professor for you

Deliverable 2: Targets w/ Roles & Responsibilities (5%)
In one page, tell me the roles and responsibilities assigned to each team member as well as the name of at least one leader and organization each has suggested for the project.

Deliverable 3: Introduction w/ Roles & Responsibilities (10%)
In one page, ...

- Organization
  - Name
  - Industry & Market segment
  - Age & Size
  - Any other relevant background info

- Leader
  - Name
  - Role
  - Any other relevant background info

- Rationale
  - Why is this leader appropriate for this course?
  - What issues do you anticipate or hope to explore?
Deliverable 4: Methodology (25%)

In two-three pages, ...

- **Evidence**
  What knowledge/data/evidence did you seek for this project?

- **Method(s)**
  - Type of method(s) used (e.g., survey, interview, etc.)
  - How many observations over what time period?
  - Criteria (include survey/interview questions in an appendix)

- **Rationale**
  - What other methods did you consider?
  - Why did you choose the method(s) you did?

Deliverable 5: Analysis & Recommendations (25%)

In two-three pages, ...

- **Diagnosis the problems**
  - **Describe** what is happening or not happening
  - Identify the causes in terms of course concepts

- **Potential Interventions**
  - Propose three potential remedies for the problem(s)
  - Explain why each should work based course concepts

- **Prescription w/ Rationale**
  - Weigh pros and cons of each potential remedy
  - Choose one remedy and explain why you think it best

Final Deliverable 5 (20%)

In no more than ten pages,

- **Deliverables 3, 4, & 5**
  - Update these per feedback received
  - Combine them into one document

- **Action plan (one page)**
  - Outline the steps that your leader should take
  - Provide a timeline with applicable contingencies

- **Conclusions & Takeaways**
  - ½ to one page: summarize lessons learned about leadership from the project
  - ½ to one page: summarize leadership lessons for working as a team

Presentation (10%)

- 10-minute time limit for presentation (hit major points)
- 5-minute time limit for questions
- Be as creative as you like (e.g., use PowerPoint, videos, Zamzar, etc.)
GRADED-CONTENT POLICIES

All written assignments must be turned in directly to the professor or the course assistants and also submitted electronically through the course web-site. This dual turn-in procedure ensures security and reliability of grading. Work delivered after the specified deadlines will receive a point reduction of 10% per day late.

OTHER TERMS & CONDITIONS

Any situation or complications not covered by the syllabus must be brought directly to the attention of the professor who will either render a decision or refer the matter to higher authorities such as the department chair or appropriate dean.

UNCG ACADEMIC INTEGRITY STATEMENT

By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All written work submitted must be original and produced by the student/team for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school’s website link:

http://sa.uncg.edu/dean/academic-integrity/

Violations will be pursued. Academic Integrity applies to all aspects of this course. Please be aware that the following also constitute Integrity Violations in this course:

- You may not be in possession of any unauthorized exam or related materials, including old exams.
- No electronic devices are allowed to be on or visible during an exam.
- Signing an attendance sheet for another student and/or failing to attend the entire class is a falsification of your attendance and an academic integrity violation.
- Once an exam begins, you are not allowed to leave for any reason until you have submitted the exam.
- Falsification of any material used in the preparation or development of assignments is a code violation.
- The Bryan School of Business and Economics has recently developed and accepted Faculty and Student Guidelines focusing on the expected performance of each. Since these guidelines are new, please take the time to review them. They can be found at the following link:

  http://bae.uncg.edu/assets/faculty_student_guidelines.pdf