



## **COURSE SYLLABUS**

Course: **MGMT 4253 Leadership**  
Prerequisite: WCOB 2033 or MGMT 3563

### **Catalog Description of the Course:**

This course offers a foundation for understanding and evaluating organizational leadership. It is designed to assist students in developing frameworks for understanding and enacting leadership. This course examines topics such as the nature and foundation of the leader-follower relationship, models that explain effective leadership, and the interface of leadership with gender, ethics, and culture.

### **Textbook:**

Abbreviated version of *The Leadership Experience*, by Richard L. Daft Available at the University of Arkansas Bookstore

### **Welcome:**

Welcome to our class! I look forward to getting to know each of you and to sharing some interesting discussions about leadership. The more you put yourself into this class, the more beneficial (and fun) the class will be. So, please come ready to:

- learn what others (researchers, speakers, classmates) have to say
- share your ideas
- change your ideas
- reflect on yourself and your readiness for leadership roles

### **How can this class help you?:**

Few business-related topics have been more discussed and researched than leadership. There is a vast body of academic research that helps us understand what makes for effective leadership, and there is new information released on this topic every day in magazines, books, websites, television programs, and blogs. Most successful managers spend time reflecting on their leadership skills and style and working toward improvement. This class gets you started in this learning process and focuses on two key issues: enhancing your knowledge about leadership, and developing your personal capacity for leadership. We will talk about the challenges that leaders face, the ways that different types of leaders approach these challenges, and models for effective leadership. In addition, I will ask you to spend considerable time thinking about your own capacity for leadership: how well-suited are you for leadership roles, and how can you build your capacity? Hopefully, you will revisit these questions throughout your career. This class can be the first step in your learning process and can provide some structure for thinking about the leadership challenges you will face.

## **Objectives:**

Broadly, our objectives are to improve your knowledge about leadership and to develop your personal capacity for leadership. More specifically, our objectives are:

1. To develop an increased awareness of the issues, challenges, and opportunities associated with leadership in the context of complex organizations and diverse societies.
2. To understand the current state of knowledge about organizational leadership.
3. To understand the mutual influence process that exists between leaders and followers.
4. To assess personal capacity for leadership, understanding personal strengths and weaknesses and how these might be addressed in the future.
5. To develop knowledge and skills that will facilitate effective leadership.
6. To create an appreciation for continuous learning about leadership and personal capacity for leadership.

## **How will we accomplish these objectives?**

We will use a variety of learning methods, including:

- Textbook readings, which provide a summary of the current state of knowledge
- Articles from business periodicals, which provide insight on topics of current interest
- Articles from research journals, which provide factual answers to specific leadership-related questions
- Self-assessment exercises, which allow you to consider your own capacity for leadership
- Class discussions, which allow you to learn from others
- Guest speakers, who bring their own unique insights and experiences
- Written assignments and class presentations, which put you in the driver's seat and allow you to use information you've learned
- Examinations, which provide an assessment of how effectively you are learning the lessons from this class

## **What are the expectations and norms for the class?**

I have high expectations for you. You will be a member of this classroom group and your behavior directly affects the ability of other students to learn from and enjoy the class. All of us are responsible for creating a positive learning environment for the next 15 weeks, and this necessitates certain norms of professionalism. At a minimum, you are expected to come to class, to come to class *on time*, to make relevant and respectful contributions to class discussions, and to stay engaged during class. In the unfortunate situation that someone does not comply with these basic rules, I reserve the right to lower your course grade (I will talk with you about my concerns prior to assessing any penalties).

Please turn off laptops, cellphones, and other electronic devices during class. Although some students prefer to take notes on their laptops, these can be very distracting to others in the class. PowerPoint slides will be posted on Blackboard prior to class, so you can print and bring those to class to facilitate note-taking.

## **How will students be evaluated?**

You will be evaluated along two broad dimensions: 1) Examinations, and 2) Assignments.

**Examinations:** We will have three mandatory exams in this class, each worth 100 points. Students who miss an examination will be given the option of making up these exam points by taking an optional comprehensive final examination at the end of the semester, during our assigned Final Examination date and time. There will be no make-up exams other than this final examination. If you have a university excused absence, see me at the beginning of the semester.

**Assignments:** There will be several different types of assignments throughout the semester, which total to 195 assignment points. These assignments include:

- 1) Written assignments: about 40% of assignments points
- 2) Preparatory work for class discussions: about 25% of assignments points
- 3) In class exercises: about 15% of assignment points
- 4) Presentations (group): about 20% of assignment points

Because many of our assignments occur in class or are based on experiences that occur in class, **students must attend class regularly**. I realize that unexpected situations (such as illness) are unavoidable, so to account for those rare times when you must miss class, each student is given 20 grace points. In other words, there are 195 total assignment points throughout the semester, but only 175 of these will be counted toward your class grade. Given these “grace points,” there will be no make-ups on class assignments and late assignments are not accepted.

Total points for the class:

Examinations:	300 points
Assignments:	<u>175 points</u>
Total:	475 points

**Note regarding participation:** Many classes provide points for class participation. I believe that participating in class is a fundamental part of professional behavior (discussed under “Expectations and Norms for the Class” above), so this is expected of all students.

**Note regarding attendance:** I do not grade you on attendance, but attendance is necessary because much of our learning occurs in the classroom. If you are absent, it is your responsibility to obtain notes and any class information missed. We may have in-class assignments in which class points are awarded—you must be in attendance to receive the points. Other assignments are due at the time they are collected in class and will not be accepted later in the day.

## **Evaluation of Work:**

A	Excellent Quality The student exceeds all standards set for the course. Exam scores are in the top 20% of the class; all assignments are completed and are of excellent quality; the student is an active and effective contributor to the class.
B	High Quality The student exceeds some standards set for the course. Exam scores are in the top 50% of the class; assignments are completed and are of high quality; the student is an active and effective contributor to the class.
C	Average Quality

- The student meets many of the standards set for the course. Exam scores are in the top 80% of the class; many but not all assignments are completed and are of acceptable quality; the student is an occasional but not strong contributor to the class.
- D Poor Quality  
The student meets few of the standards set for the course. Exam scores are in the lowest percentage of the class; many assignments are missing or of low quality; the student is an infrequent contributor to the class.
- F Unacceptable Quality (Fail)  
The student does not meet the standards set for the course.

### ***Final Examination Option***

As mentioned above, there is an optional comprehensive final exam available for students who miss one of the three scheduled exams. There are no extra credit points in the course, but students whose total points are close to the borderline of a higher grade will be given the option of taking the final exam as a way of demonstrating that their knowledge is commensurate with this higher grade level. Specifically, a poor previous exam score can be replaced by the final exam score. Please note that taking the final exam and performing more poorly than on previous exams is also a possibility, and this will result in a decrease in total points. Therefore, this option should be considered carefully. If you would like to take the optional final exam, please let me know by the end of the semester. The format of the final exam may differ from earlier exams.

### **What is the best way for us to communicate?**

If you are concerned about your learning in the class, please talk with me! I will use in-class announcements, e-mail, and Blackboard as my primary means of communication throughout the semester. But you always should feel free to seek me out to talk about your concerns. You can catch me before or after class, come to my office hours, make an appointment, or contact me via e-mail.

### **General procedural information you need to know:**

*Accommodations for students with disabilities:* If you need any type of accommodation due to a disability as certified by the Center for Educational Access (CEA), please inform me in writing by the end of the first week of class. Students are responsible for requesting accommodations from the CEA: <http://www.uark.edu/ua/csd/application.html> . The policy of the Sam M. Walton College of Business is that students must request accommodations from their instructor. You must submit a written request for any accommodation to me at least five school days before each of the exam dates.

*Inclement Weather:* The University administration determines if classes are canceled due to inclement weather, and they will make an announcement via the University website ([www.uark.edu](http://www.uark.edu)), the UA Weather Hotline (575-7000) and/or public media (e.g., KUAF 91.3 FM or local television stations). We will not hold class if the University is closed. In the unlikely situation that we are unable to hold class even when the University is open, I will update the blackboard site and e-mail all students to announce that class is cancelled.

*Equal Treatment for All:* The University Catalog reprints the Campus Council Statement on Discrimination: In the spring of 1983, the Campus Council adopted a statement on equal treatment, amended in fall, 1991: “The Campus Council of the University of Arkansas, Fayetteville, does not condone discriminatory treatment of students or staff on the basis of age,

disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

*Academic Integrity:* The University policy on academic integrity can be found in your undergraduate catalog: <http://catalogofstudies.uark.edu/2882.php> . We will comply with this policy and any violations will be subject to the stated disciplinary procedures. **I take this policy very seriously and will enforce it.**

### **Schedule and Assignments:**

#### **Introduction to the Class and Each Other**

Jan 18                      No assignment

#### **Defining Leadership**

Jan 20                      Bring leadership quote

#### **Leadership and Creating a Vision**

Jan 25                      Chapter 13

Jan 27                      *Enabling Bold Visions* by Ready & Conger

Feb 1                        *Appreciative Inquiry in the Office of Research and Development* by Bright, Cooperrider, & Galloway

#### **Leadership as an Influence Process**

Feb 3                        Chapter 12

Feb 8                        *Power Play* by Pfeffer

Feb 10                      *Just Joking Around* by Cooper

*Subordinate Reactions to Use of Impression Management* by Kacmar, Wayne, & Wright

#### **Leadership and the Role of Followers**

Feb 15                      Chapter 7

*The proactive employee* by Campbell

I'll hand out the "Boss From Hell" case

Feb 17                      Written assignment on Boss From Hell case due

#### **Time to show what you've learned!**

Feb 22                      EXAM 1

#### **The Characteristics Associated with Leadership**

Feb 24                      Chapter 5

*What's Your Story?* By Ibarra and Lineback

Self-assessment exercise due

March 1                     Personality trait assessment exercise due (Cost: \$2.95)

(Note: Written self-assessment will be due next class period)

#### **Leader Behaviors and Behavioral Styles (Good and Bad)**

March 3                     Written self-assessment related to personality traits due

March 8	“Boss from Hell” story due (to be handed in)
March 10	Chapter 6
March 15	No assignment

### **Leadership and Motivating Others**

March 17	No assignment
March 22	<b>SPRING BREAK</b>
March 24	<b>SPRING BREAK</b>
March 29	<i>Employee Motivation</i> by Nohria, Groysberg, & Lee

### **Time to show what you’ve learned!**

March 31	EXAM #2
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### **Leadership and Communication**

April 5	No assignment
April 7	Presentations on Zimmerman’s Deli case

### **Leadership and Managing Diversity and Culture**

April 12	Chapter 11
April 14	<i>In the Eye of the Beholder</i> by Javidan, Dorfman, Sully de Luque, & House (Note: Written self-assessment will be due next class period)

### **Leadership and Managing Conflict**

April 19	Written self-assessment related to culture due
April 21	Shark attack exercise due <i>Google in China</i> by Hamilton, Knouse, & Hill <i>How to Pick a Good Fight</i> by Joni & Beyer

### **Leadership and Managing Change**

April 26	Chapter 15
April 28	Organizational Change Presentations (PowerPoint’s due before class)

### **Our Last Few Days Together**

May 3	Catch-up Day/Exam Preparation
May 5	EXAM #3

### **FINAL EXAM DATES (the comprehensive final exam is optional):**

Section that meets from 11:00-12:20:	Tuesday, May 10 <sup>th</sup> , 10:15-12:15
Section that meets from 2:00-3:20:	Thursday, May 12 <sup>th</sup> , 1:00-3:00

\*Note that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

## Readings

### Textbook

**Abbreviated version** of *The Leadership Experience*, by Richard L. Daft  
Available at the University of Arkansas Bookstore

### Articles and Websites

Articles are available online through the University of Arkansas library

#### ***Leadership and Creating a Vision:***

Ready, D.A., & Conger, J.A. 2008. Enabling bold visions. *Sloan Management Review*, 49(2): 70-76

Bright, D.S., Cooperrider, D.L., & Galloway, W.B. 2006. Appreciative inquiry in the office of research and development. *Public Performance and Management Review*, 29(3): 285-306.

#### ***Leadership as an Influence Process:***

Pfeffer, J. 2010. Power Play. *Harvard Business Review*, July-August: 84-92.

Cooper, C.D. 2005. Just joking around? Employee humor expression as an ingratiation behavior. *Academy of Management Review*. 30(4): 765-776.

Kacmar, K.M., Wayne, S.J., & Wright, P.M. 2009. Subordinate reactions to the use of impression management tactics and feedback by the supervisor. *Journal of Managerial Issues*, XXI(4): 498-517.

#### ***Leadership and the Role of Followers:***

Campbell, D.J. 2000. The proactive employee: Managing workplace initiative. *Academy of Management Executive*, August: 52-66.

#### ***The Characteristics Associated with Leadership:***

Ibarra, H., & Lineback, K. 2005. What's your story? *Harvard Business Review*, January: 65-71.

Websites for personality assessments:

- 1) <http://www.outofservice.com/bigfive/>
- 2) <http://testyourself.psychtests.com/testid/2092> (Cost: \$2.95)

#### ***Leadership and Motivating Others:***

Nohria, N., Groysberg, B., & Lee, L.E. 2008. Employee motivation: A powerful new model. *Harvard Business Review*, July-August, 78-84.

#### ***Leadership and Managing Diversity and Culture:***

Javidan, M., Dorfman, P.W., Sully de Luque, M., & House, R.J. 2006. *Academy of Management Perspectives*, February: 67-90.

#### ***Leadership and Managing Conflict:***

Hamilton, J.B., Knouse, S.B., & Hill, V. 2008. Google in China: A manager-friendly heuristic model for resolving cross-cultural ethical conflicts. *Journal of Business Ethics*, 86: 143-157.

Joni, S.A., & Beyer, D. 2009. How to pick a good fight. *Harvard Business Review*, December, 48-57.