

# COURSE SYLLABUS

## Leadership

**Course code:** MGT 260

**Semester and year:** Spring 2024

**Day and time:** Tuesdays, 11:30 - 14:15

**Instructor:** Daniel Padolsky, M.A.

**Instructor contact:** [daniel.padolsky@aauni.edu](mailto:daniel.padolsky@aauni.edu)

**Consultation hours:** Tuesdays, 11:00-11:30

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	
<b>Contact hours</b>	42 hours	<b>Course type</b>	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*. 5<sup>nd</sup> 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 Feb 6	<p><b>Topic:</b> Introducing Leadership and the Course</p> <p><b>Description:</b> Students will be introduced to the subject of leadership by focusing on the meaning of leadership. Students will also be oriented to the course's syllabus, which includes the course assignments, learning outcomes, and schedule.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> None</p>

Session 2 Feb 13	<p><b>Topic:</b> The Trait and Skills Approach to Leadership</p> <p><b>Description:</b> Students will discuss the advantages and disadvantages of the trait approach to leadership and 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><b>Reading:</b> Northouse, "Trait Approach", pp. 27-44, "Skills Approach", pp. 56-72.</p> <p><b>Assignments/deadlines:</b> Journal entry #1</p>
Session 3 Feb 20	<p><b>Topic:</b> Behavioral Leadership</p> <p><b>Description:</b> 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><b>Reading:</b> Northouse, "Behavioral Approach", pp. 84-96.</p> <p><b>Assignments/deadlines:</b> Journal entry #2</p>
Session 4 Feb 27	<p><b>Topic:</b> The Situational Leadership Approach</p> <p><b>Description:</b> Students will learn about the Situational Leadership approach and practice how to use it in real life settings.</p> <p><b>Reading:</b> Northouse, "Situational Approach", pp. 109-19.</p> <p><b>Assignments/deadlines:</b> Journal entry #3</p>
Session 5 Mar 5	<p><b>Topic:</b> Path-Goal Theory</p> <p><b>Description:</b> Students will learn about the Path-Goal Theory of leadership and how recognizing the personality characteristics can help lead others.</p> <p><b>Reading:</b> Northouse, "Path-Goal Theory", pp. 132-44.</p> <p><b>Assignments/deadlines:</b> Journal entry #4</p>
Session 6 Mar 12	<p><b>Topic:</b> Leader-Member Exchange Theory</p> <p><b>Description:</b> Students will learn about leader-member exchange theory and its significance to everyday leadership.</p> <p><b>Reading:</b> Northouse, "Leader-Member Exchange Theory", pp. 157-72.</p> <p><b>Assignments/deadlines:</b> Journal entry #5</p>
Session 7 Mar 19	<p><b>Topic:</b> Midterm</p> <p><b>Description:</b> Students will an exam covering the materials we have discussed so far.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> Midterm</p>
Mar 26	<b>Mid-term break</b>
Session 8 Apr 2	<p><b>Topic:</b> Transformational Leadership</p> <p><b>Description:</b> Students will learn about transformational leadership.</p> <p><b>Reading:</b> Northouse, "Chapter 8: Transformational Leadership", pp. 185-209.</p> <p><b>Assignments/deadlines:</b> Journal entry #6</p>
Session 9 Apr 9	<p><b>Topic:</b> Authentic Leadership</p> <p><b>Description:</b> Students will learn about authentic leadership.</p> <p><b>Reading:</b> Northouse, "Chapter 9: Authentic Leadership", pp. 195-209.</p> <p><b>Assignments/deadlines:</b> Journal entry #7</p>
Session 10 Apr 16	<p><b>Topic:</b> Servant Leadership</p> <p><b>Description:</b> Students will learn about servant leadership.</p> <p><b>Reading:</b> Northouse, "Chapter 10: Servant Leadership", pp. 225-42.</p> <p><b>Assignments/deadlines:</b> Journal entry #8</p>
Session 11 Apr 23	<p><b>Topic:</b> Adaptive Leadership</p> <p><b>Description:</b> Students will learn about adaptive leadership and its great importance to today's society.</p>

	<p><b>Reading:</b> Northouse, "Chapter 11: Adaptive Leadership", pp. 285-307.  <b>Assignments/deadlines:</b> Journal entry #9</p>
Session 12 Apr 30	<p><b>Topic:</b> Inclusive Leadership  <b>Description:</b> Students will learn about inclusive leadership.  <b>Reading:</b> Northouse, "Chapter 12: Inclusive Leadership", pp. 322-38.  <b>Assignments/deadlines:</b> Journal entry #10</p>
Session 13 May 7	<p><b>Topic:</b> Followership and Review  <b>Description:</b> Students will learn about followership and review for the final exam.  <b>Reading:</b> Northouse, "Chapter 13: Followership", pp. 352-78.  <b>Assignments/deadlines:</b> Journal entry #11, Personal Leadership Philosophy</p>
Session 14 May 14	<p><b>Topic:</b> Final Exam  <b>Description:</b> Students will take a comprehensive final exam.  <b>Reading:</b> None  <b>Assignments/deadlines:</b> Final Exam</p>

### 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	20	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
Case Study	12	10%	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
Group Facilitation (2)	22	20%	Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and	1,2,3

			demonstrate subject knowledge.	
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
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	26	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.	1
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*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 11 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%

**Case Study:** Students will be assigned a leadership approach, such as the trait approach to leadership, to write a 250-500 word case study based on it. The case study will include 5-7 questions which elicit the most important concepts/aspects of the assigned leadership approach to better understand/review that approach. After

submitting the electronic version of the case study and questions on NEO the night before class, students will bring hard copies of the case study and questions to class for everyone, including the teacher, and facilitate a 15-minute discussion about the case study so that students get a good understanding/review of the key concepts associated with the leadership approach. The content of the case study can be based on a personal experience or story in the news. If based on a news story, a reference using MLA must be provided. Note: It is recommended to bring extra materials with you, such as an outline of the leadership approach concepts or important charts, to ensure that students are able to recall the leadership approach and discuss the case study more thoroughly.

**Assessment breakdown**

Assessed area	Percentage
Class Discussion: The student effectively facilitates a comprehensive discussion which elicits references to the key concepts/aspects of the leadership approach.	50%
Case Study and Questions Content: Case study and questions are clearly related to the assigned leadership approach, help students to understand key concepts of the leadership approach, and cover the leadership approach comprehensively.	50%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%

**Group Facilitation:** Students will be selected for two dates and topical readings from our list of 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, yet comprehensive, discussion questions and an outline of the reading, which is due the night before the group facilitation is to be done. On the assigned facilitation dates, students will then bring 6 typed copies of the outlines/5-7 discussion questions to class. 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.
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**Personal Leadership Philosophy:** Students will write a 800-1000 page personal leadership philosophy based on the leadership approaches discussed in this class. 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. All content should be based on the leadership approaches discussed in this course.

**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 leadership approach or approaches.	80%
Style: The language used is appropriate and references course terminology.	20%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%

**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%

**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, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***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. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. 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***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,



- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

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	<b>Excellent performance.</b> 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	<b>Good performance.</b> 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	<b>Fair performance.</b> 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	<b>Poor.</b> 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	<b>Fail.</b> 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: December 8, 2023

Approved by: Greg Pezda, Chair of Department of Management

Date: 2024/01/08

Approved by: Jan Vašenda, Vice Dean, School of Business Administration

Date: 2024/01/24