***Leadership for Organizations*, v2.0**

**Sample Syllabus**

A sample syllabus that could accompany this book is shown below. Several things should be noted about this syllabus. *First*, it is designed for a 15-week, semester-based schedule. *Second*, it is designed based on a hybrid model—50 percent online, and 50 percent face-to-face. However, it could be readily modified for a 100 percent face-to-face class, or some form of 100 percent online class. *Third*, the syllabus is displayed in a generic manner; specifically, no instructor or university name, and dates are referred to as “\*\*.”

**Syllabus—Leading Organizations**

***Administrative Information***

Instructor: \*\*

Office: \*\*

Office hours: \*\*

E-mail: \*\*

Telephone: \*\*

***Course Description, Purpose, and Learning Outcomes***

Leadership has been mentioned frequently by various writers and executives as the key to sustained competitive advantage on the part of organizations—both in the U.S., as well as internationally. On the other hand, in very recent times, many people have grown cynical about existing people in leadership positions in both public and private sectors. They are often seen as unethical, irresponsible, unable to handle crisis situations (e.g., COVID-19), and even “laissez faire.” Nevertheless, it is clear from research that increasingly, the possession of leadership qualities and the display of effective leader behaviors are requirements for individuals attempting to progress in leadership positions in their careers. As such, it is important for aspiring managers to learn about the nature of effective leadership practices and how they can develop their own competencies in this area. In short, leadership qualities represent a source of competitive advantage for both you and the organizations with which you will be associated. But what is effective leadership all about?

This course attempts to answer that question with three primary types of activities for students. *First*, students will learn about the various ways to demonstrate leadership effectively. Through online lectures and class discussions, we will focus on ways of thinking about how effective leadership is shown toward individuals, small groups, and strategically at the upper echelons of organizations. Traditional approaches to understanding effective leadership will be highlighted, as well as more recent or emerging approaches, such as servant, transformational, and socially responsible leadership. Moreover, we will consider leadership in a global context, including how effective leadership practices can differ across cultures.

*Second*, aside from simply learning about leadership, a special feature of this course will involve active student participation in leadership development activities. Specifically, we will practice leadership by engaging in synchronous and asynchronous class exercises and case discussions. Leadership concepts will also be applied to how students operate in teams.

*Third*, students will conduct a term project based largely on the principle of learning through storytelling. The project will involve the filming of an actual leader describing a leadership challenge that he or she faced.

Specific learning objectives for the course include the following:

1. gain an understanding of traditional (e.g., situational) and newer, effective leadership practices (e.g., ethical and responsible leadership), and how such practices can be applied;

2. enhance one’s motivation to lead and identification with the leadership role;

3. develop leadership skills and perspective by observing, analyzing, and role modeling people who show effective behavior in leadership positions; or, alternatively, avoiding ineffective behaviors or qualities shown by individuals in such positions;

4. build critical thinking and reasoning skills by informing one’s analysis of leadership issues through comparisons with relevant readings and other sources of information (e.g., videos of leader role models); and

5. build communication skills through class discussions, writing, and presentations.

***Weekly Learning Approach***

This course uses an online, hybrid format. The online, asychronous portion consists of two parts. *First*, online lectures for particular weeks of the course will be made available on Canvas and are labelled by week of the course (see below course Schedule). The lectures focus on especially difficult, controversial, or particularly important concepts from your assigned readings. They will also be used to introduce some material that goes beyond the readings. At the beginning of a respective week, the relevant lecture will be posted, and it will remain viewable throughout the semester.

*Second*, students should participate in an asynchronous discussion that pertains to the week’s lecture material. Participation can come in the form of responding to questions posed by the instructor, or further responding to comments by your classmates. At the beginning of a respective week, discussion topics or questions will be posted under “Discussions” on Canvas by the instructor, and students will have the opportunity to post their comments through 11:59 pm of the sixth day of that week (i.e., Thursdays). All asynchronous discussion postings will remain viewable throughout the semester. Note that the instructor’s role is to facilitate and add comments occasionally, although the instructor will not be responding to every comment that is posted. **Please be aware that your participation in these asynchronous discussions is mandatory, and it will comprise a portion of your class involvement grade (described later in this syllabus). However, participation in these discussions is not an “assignment” in Canvas. Just like your attendance at synchronous classes (described below), you will not receive reminders to participate. Accordingly, you should get into the habit of checking “Discussions” in Canvas on a weekly basis in order to participate and get credit. Scores for your participation will not be posted on a weekly basis. Instead, cumulative scores will be posted on Canvas at mid-term, and again at the end of the semester.**

On the seventh day of a respective week, students should attend synchronous classes. You should attend these synchronous classes well-prepared, which means having viewed the online lecture and discussion for that respective week, as well as having read assigned readings and cases. In addition, significant class time will be devoted to experiential activities in the form of exercises, simulations, and case discussions. There will also be extensive use of videos, largely featuring case stories of leadership challenges that are told by some real-life leaders. Storytelling is an excellent way to both learn about leadership and to role model it. These particular video cases were produced by the Stanford Business School, and the readings for this course were largely designed with these videos in mind. Links to the videos are contained in your textbook.

**Please note that attendance at these synchronous classes is mandatory. If you foresee the need to miss classes extensively, you should consider dropping this particular section of “Leading Organizations,” and instead, registering for a section that is 100 percent asynchronous online.** Further, you should be aware that the contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

As indicated above, Canvas will be used as courseware in this course. It is your responsibility to examine Canvas on a regular basis in order to keep up with assigned readings, video lectures, asynchronous discussions, and other course-related materials. Canvas is also used for the purpose of depositing assignments. In addition, please try to check your personal e-mail on a regular basis because this is the only practical method for communication from the instructor to a particular student. If you must miss a synchronous class, it is your responsibility to check with classmates and the study guide as quickly as possible to see what material you missed.

### *Required Readings*

Waldman, D. A., & O’Reilly, C. (2022). *Leadership for organizations* (2nd ed.). Boston, MA: FlatWorld.

***Optional Cases***

Creating a course pack with the following from [Harvard Business Publishing website](https://hbsp.harvard.edu/cases/) is an effective tool for understanding the subjects and concepts in the book.

Case #1: *Managing up (A): Grace* (#W15269). London, ON: Ivey Business School.

Case #2: *A day in the life of Alex Sander: Driving in the fast lane at Landon Care Products* (#2177). Boston, MA: Harvard Business Publishing.

Case #3: *Nike: Ethics vs. reputation in the #Metoo era* (#W18614). London, ON: Ivey Business School.

Case #4: *Ricardo Semler: A revolutionary model of leadership*. Fontainebleau, France: INSEAD.

Case #5: *WestJet: Building a high-engagement culture*. London, ON: Ivey Business School.

***Class Involvement: “Be Here Now”***

Class involvement is multi-dimensional in nature. That means that it includes several facets, such as participation in synchronous classes. Attendance is the fundamental building block of class participation and involvement, and accordingly, class attendance will be taken each synchronous class. But the most effective participation includes more than just showing up, asking questions, and contributing to discussions. It also includes “informed” input based on your readings, as well as the display of positive enthusiasm for course material.

In addition, class involvement includes what can be termed “respectful conduct.”Students are expected to avoid any activities that might disturb other students or distract the instructor. These activities include (but are not limited to) disrespectful or hostile asynchronous discussion entries. For synchronous classes, these activities could, for example, include arriving late. Please realize that it is your responsibility as a student to stay current with the course. The instructor reserves the right to subject you to the mercy of your fellow classmates for class notes and will *not* engage in remedial coverage during office hours (or through email) for students who do not attend synchronous classes.

In sum, effective class involvement can be demonstrated by:

showing up to synchronous classes (note that excuses for missing class due to work, job interviews, etc. are not acceptable and should be kept to a minimum);

1. showing that you are keeping up with the assigned readings (e.g., by asking questions or making comments about the readings—either during asynchronous discussions, or synchronous classes);
2. showing enthusiasm for course material (e.g., contributing to discussions pertaining to videos shown in synchronous classes and assigned cases); and
3. showing courtesy and respect to fellow classmates and the instructor. For example, you should arrive to synchronous classes on time and not leave the class prior to the end of the period. ***Especially note that if I see a pattern of a student showing up late to synchronous classes, the student will be confronted, which is not pleasant for either me (the instructor) or the student. So, if you want to be a member of this class, please adjust your schedule accordingly.***

The specific breakdown of the grading of class involvement is shown on the next page, and example profiles can be found in Appendix B of this syllabus. Note that for synchronous sessions, five case discussion days are especially important. At the end of a respective class session that involves a case discussion, you are responsible for depositing (as an assignment) a self-evaluation of your participation using the case discussion self-evaluation form that can be found on Canvas.

Scoring for the 5 synchronous class, case discussions will range from 0 to 2. A “0” will be recorded if no self-evaluation is turned in immediately following the case discussion, or if responses on the self-evaluation are unsatisfactory. A score of “0” equates to 0 out of 100 points. A “1” will be recorded if a self-evaluation is turned in, but you did not actually participate in the discussion, although you can reasonably report what you might have added to the discussion based on your knowledge of case material, lecture material for the respective week, and especially the reading(s) assigned to the case. A score of “1” equates to 85 out of 100 points. A score of “2” will be recorded if you participated, and you can make it very clear about how your contribution to the discussion significantly reflected your knowledge of case material, lecture material for the respective week, and especially the reading(s) assigned to the case. Note that because of the class size, it may not be feasible for all students to participate in each discussion. Nevertheless, it is still possible to get a score of “2” even without participating if your response on the self-evaluation seems insightful, and clearly based on case material, lecture material for the respective week, and the assigned reading(s). A score of “2” equates to 100 out of 100 points. Occasionally, a grade of ”.5” will be recorded if you attended the discussion, but what you report is pretty meager or not very persuasive/informative. This score will equate to 80 out of 100 points. In addition, a score of “1.5” might be recorded, which would equate to 92 out of 100 points. The ***lowest of your case discussion scores will be dropped when determining this portion of your class involvement grade.*** The reasons for dropping a score could include your obtaining a low score for one of the 5 class discussions, or your missing the class during which a discussion takes place.

***Exams***

Three exams will be administered. Each will involve multiple-choice questions and an essay question, and each will be based upon lecture, synchronous class discussion, video, case, and reading materials. For essay questions, you will have a choice of one of two possible questions to answer, and for the second and third exams, one of these questions will be cumulative (i.e., will involve integrating material from earlier in the course). Note that you should read and study based more on concepts, rather than rote memorization.

You should notify the instructor *in advance* if due to health, family, or religious reasons, you cannot take an exam at the scheduled time. Accommodations will be made for students with religious holidays, or for students who need to miss class because of university-sanctioned activities. It is your responsibility to notify the instructor *in advance* if such accommodations need to be made. In addition, for accommodations to be granted or allowed by the instructor, it is the responsibility of the student to provide corroboration (typically written) from an appropriate official (e.g., doctor) who is familiar with your circumstances. The scheduling of a make-up exam is the responsibility of the student. Except in extreme cases, the scheduling and taking of a make-up exam must be completed within one week of the original exam date.

You will be taking your exams using Respondus Lockdown Browser. This system allows for the proctoring of your exam by recording the visual and audio aspects of you and your exam environment. You will need a laptop or desktop, camera, microphone, and a reliable Internet connection. Respondus is not available for mobile devices. You need permissions to install applications on the computer. If this is not possible, you will need to find another computer to take the exam.

Students are responsible for self-testing the functionality of the system well in advance of any of the three remotely proctored exams in this course, so that any troubleshooting that is required can be accomplished. Prior to taking an exam in this course, you must complete a short practice quiz, which will also show you the types of questions that are asked on the three exams.

There are two ways to take exams using Respondus. *First*, you can come to class with an appropriate computer. Note that advantages of doing so include: (a) your instructor will be present to answer any questions that you might have about test content; and (b) if you have technical difficulties, it would be easier to secure IT assistance. *Second*, you can take the exam remotely (e.g., your home) during the scheduled exam period.

When taking an exam, you should be able to authenticate with DUO while logging in with Respondus. Once you log into Canvas, please put your cell phone and other materials away. You will be required to establish your identity by showing official identification before you begin an exam. Your online exam environment should mimic the in-class or face-to-face exam environment, and must conform to the following:

* Dress as if in a public setting.
* Sit at a clean desk or clean table (not on a bed or couch).
* Lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind you.
* Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, calculators, assigned readings, another computer, etc.
* No writing should be visible on your desk or on walls.
* Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
* Do not have a radio or the television playing in the background.
* Do not talk to anyone else. There can be no communicating with others by any means.
* No other persons except you (the exam-taker) is permitted to enter the room during testing.
* You must not leave the room during the exam period at any time.
* You must not take the computer into another room to finish the exam. The exam must be completed in the same room in which the “Exam Environment View” is completed.
* No use of headsets, ear plugs, or similar audio devices is permitted.
* Do not use a phone for any reason. The only exception is to contact ASU support or your instructor in the event of a technical issue.

For more information on downloading and using Respondus Lockdown Browser, please access the “Using Lockdown Browser” item in your Canvas course navigation menu.

***Grading Breakdown***

The grading scheme for this course is as follows:

**% of Grade**

Exam 1 15

Exam 2 15

Exam 3 15

Class Involvement 20

– 5 (asynchronous/Canvas discussion participation)

– 5 (synchronous class attendance)

– 5 (case discussions during synchronous classes)

– 2.5 (project presentation peer evaluation)

– 2.5 (miscellaneous)

Case Write-ups 25

Project 10

**Total** 100

You are encouraged to make an appointment with the instructor if you have any questions or concerns regarding graded materials. Also note that Canvas is used simply as a mechanism to post grades for individual items listed above. **Do not pay attention to how Canvas calculates overall grades**.

**SCHEDULE**

**Week/Date** **Reading(s)** **Topic/Activity**

**1** (Aug. \*\*) Ch. 1 Course introduction and overview of leadership

**2** (Aug. \*\*) Ch. 2 Personal characteristics of leaders; behavioral

approaches; “leading with love”

**3** (Sept. \*\*) Ch. 3 and 4 Leader-member exchange; followership

**4** (Sept. \*\*) Ch. 5 Contingency and situational leadership

**5** (Sept. \*\*) ------- online review; **EXAM 1**

**6** (Sept. \*\*) Ch. 6; Mountainside Ethical, moral, and responsible leadership

Fitness case

**7** (Oct. \*\*) Ch. 7 Seeking, giving, and receiving feedback

**8** (Oct. \*\*) Ch. 8 Team and shared leadership

**9** (Oct. \*\*) Ch. 9 Men and women in leadership

**10** (Oct. \*\*) Ch. 10 Global leadership; “team time”

**11** (Oct. \*\*) ------- online review; **EXAM 2**

**12** (Nov. \*\*) Ch. 11 Inspirational/visionary leadership

**13** (Nov. \*\*) ------- *Viewing of project videos*

**14** (Nov. \*\*)Ch. 12 Strategic leadership and shaping organizational culture

<https://www.thestar.com/calgary/2018/05/14/westjets-pilot-troubles-might-be-just-the-beginning-of-a-very-bumpy-ride.html>

**15** (Dec. \*\*)Ch. 13; Michael Crow/ Generating organizational change through strategic

ASU case leadership

Dec \*\* online review; **EXAM 3**

**APPENDIX A: Guide for Case Write-Ups for MGT 411**

1. Start off by introducing your case write-up, and briefly state the points that you will be discussing. At the end of the report, provide a summary statement or conclusions.

2. Organize your writing into logical sections or categories that can be used as ***section headings***. Try to make section headings relatively short but informative in terms of signaling or summarizing what is actually in the section that follows. Be creative or “catchy” in your labeling. For example, don’t simply lift or copy sections headings from required readings.

3. Do not mix together too many unrelated or disparate thoughts in one paragraph. Make sure that you do not make dramatic shifts as you move from one section or paragraph to the next. You might include transition statements as you move from one paragraph or section to the next. In addition, try to write without being overly repetitive. In other words, try not to repeat material in different parts of your case write-up.

4. Ideal paragraph length is *typically* between 3 and 8 sentences. One exception to this rule is if the beginning sentence of a longer paragraph has the same (or highly similar) theme as the ending sentence. Sentence length is *typically* no more than 3 or 4 lines. As a rule of thumb, if a sentence cannot be said in an understandable manner as part of an oral speech, then it probably does not make sense to put it in your case write-up.

5. Write using double-spacing, 12-point font, and 1-inch margins (sides, top, and bottom). Also, ***number the pages of your write-up***. Numbering is important in any report that goes longer than 2 pages. For example, it’s useful in case the person who views your report wants to provide feedback that targets material on a specific page. Numbering pages is especially important for longer reports, so it’s a good habit to get into.

6. Write mostly in the active tense and avoid the passive tense. For example, “Our team believes that …” is good, while, “It is believed by our team that …” is not so good.

7. Write using appropriate grammar and punctuation. You may receive constructive feedback with suggested corrections for minor grammatical issues, but no reduction of points. Examples include the use (or non-use) of commas, ending sentences with prepositions, and not using “that” appropriately. But more major problems (e.g., incomplete sentences, improper verbs, etc.) will lead to lower scores.

8. Avoid using too many quotations. I would rather see what you have to say, rather than seeing too many quotes from the case or assigned reading.

9. A listing of bullets can be useful. But like quotations, bullets should not dominate your write-up.

10. Citations are not necessary for these case write-ups unless you are providing a quote from either the case or assigned reading.

**APPENDIX B: Class Involvement Grading Profiles\***

Example profile for *A range*:

* Participates regularly in asynchronous Canvas discussions beyond short statements, such as “I agree”
* Rarely if ever misses a synchronous class, arrives late, or leaves early
* Contributes consistently and constructively, or listens attentively, to synchronous class discussions, although you do not “hog” the airtime
* Contributes on a consistent basis to discussions pertaining to assigned cases, during which you draw on actual material from a respective case or other readings that day—and you make sure to deposit a hard copy of your self-evaluation of case participation prior to leaving a respective class session
* Completes the peer evaluation of project presentations with detailed and specific comments

Example profile for *B range*:

* Participates in asynchronous Canvas discussions, but sometimes with only short statements, such as “I agree”
* Sometimes misses a synchronous class, arrives late, or leaves early
* Sometimes contributes constructively to synchronous class discussions, although you are not consistently and positively engaged in classroom activities
* Occasionally contributes to discussions pertaining to assigned cases, but those contributions may be somewhat “spotty” or not always based on actual case material or other readings that day. If you don’t actually participate, you still generally make sure to adequately complete the self-evaluation form for case discussion activity, and you deposit it prior to leaving a respective class session
* Completes the peer evaluation of project presentations with limited or non-specific comments

Example profile for *C range* (or below)\*:

* Rarely, if ever, participates in asynchronous Canvas discussions
* Oftentimes misses a synchronous class, arrives late, or leaves early
* Rarely contributes to class discussions in a constructive manner, and you are often not engaged in classroom activities (or even disruptive)
* Rarely, if ever, contributes to discussions pertaining to assigned cases, or does not adequately complete the self-evaluation form
* Does not complete the peer evaluation of project presentations

\*Although it’s not expected, it is possible to get below the C range for class involvement due to such things as excessive absence.