

Course Outline 2016

MGMT 724: LEADERSHIP

Semester 2 (1165)

Course Prescription

Provides a comprehensive review of contemporary leadership theory and research to enable students to design and conduct leadership research projects. Topics include transformational, charismatic, follower-centric, cross-cultural, critical, spiritual and shared/distributed leadership as well as issues that relate strongly to leadership such as gender, ethics and development.

Goals of the Course

Leadership is an area of study that has always occupied a central position within the field of Organisational Behaviour. In the past decade leadership has become an even more popular and significant topic to study and to research. This has been driven, in part, by a world-wide interest and belief that sound leadership can address all manner of problems and improve performance both within and outside organizations. In response to this widespread public interest, a growing number of academics from a wide range of disciplines are now actively engaged in researching leadership. This course will provide a survey of some of the most researched leadership topics in order to develop students' understanding of the issues surrounding leadership and its research. In-class experiences will aim to help students in developing their abilities to think and reflect about their role as a leader and a follower in new and different ways.

Learning Outcomes

By the end of this course it is expected that students will be able to:

- L.O.1 Demonstrate their understanding of the major theories and conceptions of leadership
- L.O.2 Explain the critical debates as well as the primary areas of agreement and disagreement within the leadership literature
- L.O.3 Evaluate and develop their abilities as leadership researchers
- L.O.4 Critically apply leadership theories and concepts to diverse empirical contexts
- L.O.5 Apply the concepts of leadership to their own experience in a reflective manner

Content Outline

Week	Date	Topic
1	Week of 18/7	Introduction: Syllabus; how to read a case; appreciating research
2	Week of 25/7	Charismatic/transformational and authentic leadership
3	Week of 1/8	Contingency and dyadic perspectives
4	Week of 8/8	No class: Critiques due next week
5	Week of 15/8	Leadership and power Critique 1 due
6	Week of 22/8	Leadership and decision making
	Mid-semester break	
7	Week of 12/9	Leadership and networks Critique 2 due
8	Week of 19/9	Emergent / shared leadership
9	Week of 26/9	Leading change
10	Week of 3/10	Leadership development
11	Week of 10/10	Followership
12	Week of 17/10	Individual presentations Leadership project due

Learning and Teaching

The class will meet for three hours each week. Class time will be used for a combination of lectures, discussions of case studies and in-class exercises. In addition to attending classes, students should be prepared to spend about another six hours per week carrying out the required readings and preparing for assignments.

Teaching Staff

Teaching Staff: Professor Prithviraj Chattopadhyay
Office: Owen G Glenn Building, 494
Phone: ext. 88790
E-mail: p.chattopadhyay@auckland.ac.nz

Seminar: Friday 2-5pm

Office Hours: Monday 1:30-2:30

Learning Resources

The required reading list is available in Canvas.

Assessment

Individual assessment A: Critique	35%
Individual assessment B: Reflective journal	10%
Individual assessment C: Class participation	15%
Group assessment: Leadership project	40%

Learning Outcome	Critique	Reflective journal	Class participation	Leadership project
1	x	x	x	x
2	x		x	
3	x		x	x
4			x	x
5		x	x	

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

Student Feedback

This is the first time the instructor has taught this course. Summative feedback will be collected near the end of the course using SET.

Assessment A: Article Critique

Students will complete two journal article critiques (10% for the first critique, 25% for the second critique). The review process both hones your ability to think critically about your own work and assists others in crafting quality manuscripts. Because this skill is an important one, we will spend time in class discussing how to write reviews. Reviews will be evaluated according to the following equally-weighted criteria:

- How thorough is the reviewer in identifying conceptual problems in the paper?
- How thorough is the reviewer in identifying technical problems in the paper?
- How focused is the reviewer on key substantive issues (as opposed to only the minor but obvious problems)?
- How constructive is the reviewer in suggesting changes?
- Overall, how useful is the feedback provided by the reviewer likely to be in revising the paper?

For the first critique please use one of the three following articles:

1. Bauer, T.N. & Green, S.G. 1996. Development of leader-member exchange: A longitudinal test. *Academy of Management Journal*, 39: 1538-1567.

Breevaart, K., Bakker, A.B., Demerouti, E., & Derks, D. (2016) Who takes the lead? A multi-source diary study on leadership, work engagement, and job performance. *Journal of Organizational Behavior*, 37: 309-325.

Leroy, H., Anseel, F., Gardner, W.L., & Sels, L. (2015) Authentic Leadership, Authentic Followership, Basic Need Satisfaction, and Work Role Performance: A Cross-Level Study *Journal of Management*, 41: 1677-1697.

For the second critique please use one of the three following articles:

1. Rosette, A.S. & Tost, L.P. 2010. Agentic women and communal leadership: How role prescriptions confer advantage to top women leaders. *Journal of Applied Psychology*, 95: 221-235.

Hannah, S.T., Balthazard, P.A., Waldman, D.A., Jennings, P.L. & Thatcher, R.W. 2013. The psychological and neurological bases of leader self-complexity and effects on adaptive decision-making. *Journal of Applied Psychology*, 98, 393-411.

Weber, R., Camerer, C., Rottensteich, Y., & Knez, M. 2001. The illusion of leadership: Misattribution of cause in coordination games. *Organization Science*, 12: 582-598.

Assessment B: Reflective Journal

You need to write up your reflections on the wealth of information you receive from the class (write a maximum of one page each day, 10 days in all, excluding Day 1 and Day 12). You may consider writing about ideas you find interesting, how these ideas affect your understanding of leadership in general, how they affect your understanding of your own leadership styles, skills and effectiveness, whether these ideas help you to understand why you succeeded or failed to lead in a particular situation, or other related topics. At the end of the semester you need to integrate these reflections and develop a personal leadership development plan. You will need to submit your reflection for each day at the beginning of the following class to receive the assigned points. The development plan may be submitted one week after the final class. Late submissions will not be entertained. Although I will not grade your reflections, I will read them and provide you with feedback whenever necessary.

Assessment C: Class Participation

You need to be thoroughly prepared for each session by reading assigned articles and cases. Class discussions will include analysing assigned articles, synthesizing materials from multiple readings, applying ideas gleaned from articles to assigned cases and reflecting on experiences related to in-class exercises. Contributions to class discussions will be judged as higher quality when they build on reading materials as well as comments made by the instructor and your classmates.

Assessment D: Leadership Project

This is a group project that includes a written project report (25%) and a presentation (15%). Groups will be formed in the first week of class. Group size will depend on total class enrolment. The project requires you to analyse the leadership style(s), capabilities and effectiveness of a prominent leader. The written project should be approximately 2,000 - 3,000 words (single spaced, 12 point font, 2.5 cm margin). It is due on the last day of class. Please inform me about the leader you wish to analyse prior to going ahead with the project. The project should consist of three parts.

1. A brief description of the leadership history of your chosen leader. Tell us what this person did, key achievements, and key failures.
2. An analysis of the leadership of this individual. In this section you should analyse the basis of this individual's leadership: why did this person become a leader, what aspects of their personal styles, capabilities and behaviours helped or hindered them, what characteristics of their context helped or hindered them, and how effective they were. I want you to examine this individual's leadership using as a framework two (or at the most three) theories of leadership with which you are familiar.

3. A discussion of how this person could have been more effective. In this section discuss briefly the conditions in which you think this person could have been a more effective leader. These conditions should be tied to the previous analysis. These conditions could include different followers, different social context, different levels of resources, different behaviours used by the leader, different motivations of the leader etc. The only condition that is not permissible as an option here is a recommendation for the leader to get a personality change!

Your sources of information for this project could include any form of public records. You should include a list of references to your assignment.

You will present your analysis to the class. The presentation should last approximately 25 minutes, followed by 10 minutes of questions from the class. The purpose of these presentations is to share with the class your research and analysis on the leaders, and also to get class feedback on your project. You will be evaluated on the quality of your ideas, their clarity and the extent to which your presentation engages the audience.