Course Syllabus

BUS211G
Global Leadership

Number of ECTS credits: 6

Time and Place:
Monday 8:30-11:30

Contact Details for Professor

Name of Professor: Prof. Dr. Frank E. Billingsley
E-mail: fbilling@vub.ac.be

Office hours: Wednesday 15:00-16:00
Friday 14:00-15:00

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**Course Prerequisites (if any)**
BUS101; HUM101

**Course Description**

This course provides students with insight into the nature and scope of global leadership as well as its successes, limitations and failures. Students will examine the core traits, behaviors, and values of what makes managers effective leaders. The course will focus on the human side of leadership and management in a global context, exploring how successful leaders have built effective organizations and companies through essential competences, relationships, visions and interaction within and across businesses. The course will also assess the importance of cross-cultural and intercultural leadership as well as sensitivity towards a variety of social, ethical and diversity issues.

**Course Learning Objectives (CLO)**

Students will acquire knowledge and understanding of leadership through an evaluation of peaceful, organization, business, political, and military leaders. The learner will develop knowledge and understanding of the listed areas through readings: book, journal, and article. The concept will be enhanced through in-depth class discussions. The learner’s judgment will be tested through critically evaluate existing research, questioning the status quo, and provide alternative solution possibilities; and, recognize what defines a leader.

Learning Objective Outcomes: What should you learn-

1. Acquisition of knowledge and understanding is achieved through extensive reading and lecturing on indicated topics. Students will gain breadth and depth of the topics by reading, participating in course discussions, analyzing assignments, and examination preparation.
2. Students will be expected to use good judgment in critical analysis and evaluation of current research and case evaluation.
3. Communicate effectively on business topics and concepts.
**BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

(BA Business Studies)

Summary:
Number of assignments used in this course: 1 (project)
Number of Feedback occasions in this course (either written or oral): 3 (project, two exams)
Number and Types of Teaching Methods: 5 (lecture, class discussion, written, evaluation, and critical thinking)

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.</td>
<td>Students will acquire knowledge and understanding of leadership through interrelatedness and evaluation of peaceful, organization, business political, and military leaders.</td>
<td>Ex-cathedra (teach theory and discuss with experts)</td>
<td>Personal project Exams</td>
<td>Oral feedback on the news essay Written feedback on the exams</td>
</tr>
<tr>
<td>The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.</td>
<td></td>
<td>Readings: Journal and current news Guest lectures from experts in the field Discussion on readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.</td>
<td>Students will learn how to identify, analyze and solve a problem related to global leadership. They will apply the concepts put forward in the course and will be able to critically evaluate existing research and question these and provide different insights in the area.</td>
<td>Application of critical thinking (explanation, exercises and critical discussions) Critical in-class discussions on business decisions</td>
<td>Personal project Exams</td>
<td>Oral feedback on the news essay Written feedback on the exams</td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies</td>
<td></td>
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<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (testable learning objectives)</td>
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<td>Methods (and numbers/types of assignments) used to test these learning objectives</td>
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</tr>
<tr>
<td>--------------------------</td>
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</tbody>
</table>
| The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity. | Students will engage in crucial reflection to engage academic curiosity with independent research on a leaders and topic of choice. | Journal articles | Personal Project | Oral feedback on the news essay  
Written feedback on the exams |
| The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way. | Students will learn how to identify, analyze and solve a problem related to global leadership. There will be an increase in internalization ideology to understand the personality of leadership. | Introduction to critical thinking (explanation, exercises and critical discussions) Critical in-class discussions on business decisions | Personal project  
Exams | Oral feedback on the news essay  
Written feedback on the exams |
| The bachelor is able to work in a multi-cultural team. | | | | |
| The bachelor recognizes the importance of life-long learning. | | | | |
| The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation. | | | | |
| The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems | | | | |
| The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems. | | | | |
**Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):**

The course material consists of PowerPoint presentations, lecture notes and readings from the textbook. PowerPoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, PowerPoint presentations and important messages will be uploaded to the Vesalius portal ‘Pointcarré’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

**Textbook:**

**Recommended References books:**

**Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.
Leading Journals in Business Studies


Further Journals Relevant for this Course:

Websites of Interest:
- Economist www.economistacademic.com
- Financial Times www.ft.com
- Wall Street Journal www.wallstreet.com
- Business Week - http://www.resourcecenter.businessweek.com
- Bloomberg- www.bloomberg.com
- CNN- www.cnn.com

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester

**Time allocated for course readings:** 4 hours per week / 60 hours per semester

**Time allocated for preparing Project:** Project 15 hours per semester

**Time allocated for preparing/revising for written Mid-term Exam:** 15 hours

**Time allocated preparing/revising for written Final Exam:** 15 hours

**Total hours for this Course:** 150
Course Assessment: Assignments Overview

The students will be evaluated based on their performance in the following assignments:

- **Project**: 30%
- **Midterm examination**: 35%
- **Final examination**: 35%

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. All assignments (including exams) must be graded on the scale of 0-100. To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

Description of Activities, Grading Criteria and Deadlines:

Midterm and Final Exams:

The mid-term will be an in-class exam. The midterm exam (35%) will be held in the mid of the semester (W7). The content of the exam covers all the concepts you will have learnt before that date. The exam will consist of open-ended questions.

The final exam (35%) will be held at the end of the course (location and time will be announced once the final exam schedule is posted). The examination will test both the theoretical knowledge of the concepts and tools described in class, as well as exercises testing the student’s capability to apply that knowledge. The final examination covers the content of the course. The exam will consist of open-ended questions. Date, time, and location announced.
Personal Project: Term Paper (30%):

This term’s project will evaluate global leadership and leaders’ impact on social change. When we think of leaders, we typically think of historical and current great leaders (such as, Gandhi, Jobs, Obama, etc.), however, this project will focus on global leaders that have made an impact on social change.

Social change can be defined as a process of breaking through boundaries of moral and social impasse. This research project will have two parts, one on social change, and the second, on a leader, that has illustrated a pivotal role in the change. These leaders can be peaceful, organization, business, political, military, etc. The following are topics that can be developed:

1. Gender: the glass-ceiling or the glass cliff
2. Race and cultural diversity
3. Understand diverse religions (Islamic Finance)
4. LGBT: Lesbian, gay, bisexual, and transgender (leading diverse groups)
5. Technology (social media)
6. Healthcare (medical breakthroughs)
7. This list is unlimited; be creative, and think!

Each student will be responsible for submitting a detailed and researched term paper on an individually chosen topic. The paper will follow the standards listed below. Each student will need to demonstrate their understanding of the topic through in-depth research on the topic.

How to develop the project:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description and checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 – Introduction</td>
<td>This section clearly identifies the topic of interest (what does the paper seek to explain?) and provides factual background information on the selected topics (What? When? Who?). Outline briefly the structure of the paper and your main argument.</td>
</tr>
<tr>
<td>Part two – Discussion</td>
<td>The second part offers a discussion of the selected topic and its link to the class materials. It summarizes how the selected topic fits the course. It might further introduce some more detailed background information necessary for the analysis in the next section. It gives a clear overview of why the selected topic at hand might be of interest to business 101 students.</td>
</tr>
<tr>
<td>Part three – Analysis</td>
<td>The third part offers a coherent analysis of the selected topic through the lens of the class materials and external sources. Data and sources should complement the analysis (warmly welcomed but not a prerequisite for the news articles). Your core argument should be validated by evidence and supported by data and empirical findings.</td>
</tr>
<tr>
<td>Part 4 – Conclusion</td>
<td>The conclusions recap the main steps and findings of the research. Far from merely summarizing facts, the conclusions should focus on critically review the results and to relate them back. Sound concluding remarks show the ability to be self-critical and self-reflective. This means that good conclusions highlight the merits and limits of one’s research and avenues for further research. Critically assess the most original and relevant aspects of your analysis and identify its limits. Locate your analysis in the wider academic debate and identify avenues for further research.</td>
</tr>
</tbody>
</table>
Topics outlines must submit, in writing, their desired topic on week 4 (September 18th), provide a brief outline of the topic, and why you have chosen the topic.

The paper is 3000-word paper is due November 20th. Papers without references should not be submitted and the use of other thoughts or ideas must be cited. The paper must be free of grammatical and spelling errors. There should be a minimum of 10-Journal Articles in this research paper. Within the introduction, there will be a thesis statement and illustrate your research methodology.

Each paper will have an Introduction (500-words), Discussion (1000-words), Analysis (1000-words), and Conclusion (500-words).

Font must be Time New Roman 12, lines double-spaced, standard margins; these rules not followed will receive immediate point deduction.

Writing Style

APA formatting is required on all work, further do not use “I” in any work turned in the assignments are not opinion papers.

The papers are to be email before class to fbilling@vub.ac.be hard copies are not accepted. Further, submit to Turnitin.com

Papers Submitted without these headings and references are unacceptable!

See Rubrics below of this syllabus for grading criteria for both paper and presentations.
Rubrics: Transparent Grading Criteria for Each Assignment

The following criteria will be applied in assessing your written work:

Rubrics for Personal Project: Term Paper

<table>
<thead>
<tr>
<th></th>
<th>Excellent A (85+)</th>
<th>Good B+/C+ (84-65)</th>
<th>Pass C/D- (64-50)</th>
<th>Fail F (49-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Strong introduction of topic’s key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.</td>
<td>Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.</td>
<td>Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.</td>
<td>Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement.</td>
</tr>
<tr>
<td>Introduction Points</td>
<td>20-17</td>
<td>16-13</td>
<td>12-10</td>
<td>9-0</td>
</tr>
<tr>
<td>Discussion</td>
<td>All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.</td>
<td>All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.</td>
<td>Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions</td>
<td>Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.</td>
</tr>
<tr>
<td>Discussion Points</td>
<td>30-25.5</td>
<td>25-19.5</td>
<td>19-15</td>
<td>14-0</td>
</tr>
<tr>
<td>Analysis</td>
<td>Strong peer-reviewed research based support for thesis. Presents a logical explanation for findings; presents clear recommendations and/or implications for future research.</td>
<td>Sources well selected to support thesis with some research in support of thesis. Presents a general explanation for findings; presents general recommendations.</td>
<td>Sources generally acceptable but not peer-reviewed research (evidence) based. Presents broad explanation for findings.</td>
<td>Few sources supporting thesis. Sources insignificant or unsubstantiated. Does not adequately explain findings.</td>
</tr>
<tr>
<td>Analysis Points</td>
<td>30-25.5</td>
<td>25-19.5</td>
<td>19-15</td>
<td>14-0</td>
</tr>
<tr>
<td>Conclusion Points</td>
<td>20-17</td>
<td>16-13</td>
<td>12-10</td>
<td>9-0</td>
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</tbody>
</table>
**Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

**If students are absent for too many classes for a single course**, they receive a penalty on their overall grade for that course.

- If students are absent for five 1.5-hour class sessions of a course, they receive a penalty of 5 points on their overall grade (out of 100) for that course.
- For each additional absence (over five) for a 1.5-hour class session, an additional penalty of 1 point is applied to the reduced course grade.

Example 1: at the end of the semester, a student has a course grade of 75/100. Over the course of the semester, s/he missed 4 unexcused sessions of 1.5 hours for the course. No penalty is applied.

Example 2: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 5 unexcused sessions of 1.5 hours for the course. S/he receives a penalty of 5 points (out of a hundred), and his/her final course grade is 70/100.

Example 3: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 7 sessions of 1.5 hours for the course. S/He receives a penalty of 7 points, and his/her final course grade is 68/100.

**Additional Course Policies**

**Use of Electronics:**

The use of computers will not be permitted! There will be no warning given to students with an open laptop, IPad, Notebook, Smart Watches, etc.

Mobile phones are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class *(and I can see you texting under your desk)*. You will be asked to leave the class immediately.

***This is not open for discussion or debate under any circumstances***

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.
**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.
## Course Schedule (Overview)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28</td>
<td>What Do We Mean by Leadership?</td>
</tr>
<tr>
<td>2</td>
<td>September 4</td>
<td>Theories of Leadership</td>
</tr>
<tr>
<td>3</td>
<td>September 11</td>
<td>Leader: Power and Influence</td>
</tr>
<tr>
<td>4</td>
<td>September 18</td>
<td>Leadership, Ethics, and Values</td>
</tr>
<tr>
<td>5</td>
<td>September 25</td>
<td>Leadership Behavior</td>
</tr>
<tr>
<td>6</td>
<td>October 2</td>
<td>Leadership Attributes</td>
</tr>
<tr>
<td>7</td>
<td>October 9</td>
<td>Mid-Term Exams</td>
</tr>
<tr>
<td>8</td>
<td>October 16</td>
<td>Motivation, Satisfaction, and Performance</td>
</tr>
<tr>
<td>9</td>
<td>October 23</td>
<td>Groups, Teams, and Their Leadership</td>
</tr>
<tr>
<td>10</td>
<td>November 6</td>
<td>Focus on the Situation</td>
</tr>
<tr>
<td>11</td>
<td>November 13</td>
<td>Leadership and Change</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>November 20</td>
<td>No Class/Final Project Due</td>
</tr>
<tr>
<td>13</td>
<td>November 27</td>
<td>The Dark Side of Leadership</td>
</tr>
<tr>
<td>14</td>
<td>December 4</td>
<td>Revision Session</td>
</tr>
<tr>
<td>15</td>
<td>December 11</td>
<td>FINAL EXAMS</td>
</tr>
</tbody>
</table>

**Fall Recess – 30 October to 3rd November 2017 – NO CLASSES**

**Detailed Session-by-Session Course Outline**
Week 1, Session 1 (Monday, 28 August 2017)

Introduction to the Course and Overview of Core Requirements. What Do We Mean by Leadership?

Context: Evaluation of the leader, follow, and situational leadership
Theories: Zaleznik theory, Heroic theory, and concept of Narrow band.

Reading:

Compulsory:
  - Chapter 1: What Do We Mean by Leadership?
  - Read pages 2-38

Recommended:
  - Chapter 1: Reading Tolstoy’s Wave by Keith Grint

Further Reading:
None

Guiding Questions:
1. How would you define leadership?
2. Are some people the “leadership type” while others are not?
3. Identify several commonsense notions about leadership that, to you, are self-evident.

Week 2, Session 3 (Monday, 4 September 2017)

Theories of Leadership

Context: Best-fit understanding on leadership
Theories: Contingency theory, Leader-Member Exchange theory, Situational Leadership theory, and Path-Goal theory

Reading:

Compulsory:
  - Chapter 13: Contingency Theories of Leadership
  - Read pages 481-522
  - Chapter 15: Can Leadership be Taught? Perspectives from Management Educators.
Recommended:


Guiding Questions:

1. What is organizational culture?
2. How do leaders have autonomy?
3. Can leaders be charismatic, and, that is it?
4. What is normative decision making?

Week 3, Session 3 (Monday, 11 September 2017)

Leadership Power and Influence

Context: Understand self and personal development
Theories: Action-Observation Reflection Model, Taxonomy of Social Power

Reading:

Compulsory:

- Chapter 2 and 3: Leader Development and Sills for Developing a Leader
- Read pages 42-114

Recommended:


Further Reading:


Guiding Questions:

1. Do you think that people have the need for growth and development?
2. How do leaders influence their followers?
3. How can coaching and mentoring be utilized?

Week 4, Session 4 (Monday, 18 September 2017)

Leadership, Ethics, and Values
Context: Power and Influence versus Values, Ethics, and Character
Theories: Theory X and Theory Y by McGregor

Project Outlines are due!

Reading:

Compulsory:

  - Chapter 4 & 5: Power and Influence versus Values, Ethics, and Character
  - Read pages 116-148


Recommended:

  - Chapter 10: Followership: The Theoretical Foundation of a Contemporary Construct.

Further Reading:

  - Chapter 11: What Every Leader Needs to Know About Followers.

Guiding Questions:

1. Define a follower?
2. Can a leader be a leader without followers?
3. Are all leaders ethical? And who defines ethics?

Week 5, Session 5 (Monday, 25 September 2017)

Leadership Behavior

Context: Leadership: Enhancing the lessons of experience
Theories: Great Man Theory, Five Factor Model, Triachic Theory, Cognitive Resource Theory,

Reading:

Compulsory:
  o Chapter 6: Leadership Behavior
  o Read pages 185-239


Recommended:

Further Reading:
• None

Guiding Questions:
1. Do you think it always must be “lonely at the top”?
2. Can a bad person be a good leader?
3. Can a leaders public and private morality be distinguished?

Week 6, Session 6 (Monday, 2 October 2017)

Leadership Attributes

Context: Leadership Behavior and Personal Credibility
Theories: Bass Theory of Communication, ABC Model

Reading:

Compulsory:
  o Chapter 7 & 8: Leadership Behavior and Personal Credibility
  o Read pages 241-315

Recommended:
  o Read pages 1-22.
  o Read pages 1-15.

Further Reading:
Guiding Questions:
1. How is wisdom linked to personal attributes?
2. Can better leaders more accurately and leverage emotions?
3. How is emotional intelligence linked to good leadership?

Week 7, Session 7 (Monday, 9 October 2017)

Midterm Exam Week
Exam time 9:00-11:00 (2 hours)

Week 8, Session 8 (Monday, 16 October 2017)

Motivation, Satisfaction, and Performance

Context: Motivation, Satisfaction, and Performance
Theories: Maslow Hierarchy of Needs, Operant Theory, Herzberg Two-Factor Theory

Reading:

Compulsory:
  - Chapter 9: Motivation, Satisfaction, and Performance
  - Read pages 331-388

Recommended:

Further Reading:
- None

Guiding Questions:
1. Why are there so many theories to define motivation?
2. What is your own view on what motivates people?
3. How are personal values related to rewards?

Week 9, Session 9 (Monday, 23 October 2017)

Groups, Teams, and their Leadership
Context: The Leaders relationship to groups and teams
Theories: Theory of Group Think, Tuckman Theory of Group Development

Reading:

Compulsory:
  - Chapter 10: Groups, Teams, and Their Leadership
  - Read pages 391-434

Recommended:
- None

Further Reading:

Guiding Questions:
1. Can a team exist without leadership?
2. What is collective leadership?
3. Can dysfunctional teams be productive?

Fall Recess October 30-November 3

Week 10, Session 10 (Monday, 6 November 2017)

Focus on the Situation

Context: Leaders understand of followers
Theories: The Rocket Model

Reading:

Compulsory:
  - Chapter 11-12: Development
  - Read pages 441-475; 490-512

Recommended:
  - Chapter 19: Female Leadership Advantages and Disadvantages: Resolving the Contradiction.

Further Reading:

Guiding Questions:
1. How can a leader help a follower stick to their plan?
2. Do leaders transfer skills?
3. Is feedback a leadership trait?

Week 11, Session 11 (Monday, 13 November 2017)

Leadership and Change

Context: Enhancing the lessons of experience
Theories: Rational Approach, Emotional Approach, Bass’s Theory of Transformation and Transactional Leadership

Reading:

Compulsory:
  - Chapter 14: Leadership and Change
  - Read pages 560-599

Recommended:

Further Reading:

Guiding Questions:
1. How can leaders lead change?
2. How do you encourage followers from social adversity?
3. Are females more transformational leaders?

Week 12, Session 12 (Monday, 20 November 2017)

VUB Holiday-Vesalius College is Closed-No Physical Class

Project is due at midnight 23:59 (11:59 PM)

Week 13, Session 13 (Monday, 27 November 2017)

The Dark Side of Leadership
Context: Enhancing the lessons of experience
Theories: Howard Zinn Theory Civil Obedience, Destruction Leadership

Reading:

Compulsory:
  - Chapter 15 & 16: The Darker Side of Leadership
  - Read pages 613-690
  - Read pages 1-21

Recommended:
  - Chapter 17: The Dark Night of the Soul.

Guiding Questions:
1. What dark side do some leaders have?
2. What is derailment?
3. Are all leaders destined for greatness?

Week 14, Session 14 (Monday, 4 December 2017)
Revision for Final Exam/Break Presentation of projects.

Week 15, Session 15 (Monday, 11 December 2017)
Final Exam