

BUS 360: Leadership and Power

GO Rome Summer 2019

10:45am - 12:45pm

Mon/Tues/Wed/Thurs

Classroom #1

Instructor:

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Office Hours: By appointment

Course Goal

“You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case.”

Ken Kesey

Leadership was once described by American historian James MacGregor Burns as “one of the most observed and least understood phenomena on Earth.” The purpose of this course is to explore and analyze various theories of leadership while facilitating students’ personal capacity for leadership, both now, and after graduation. Topics explored will include but are not limited to leadership theories, personal assessment and development, power, values and ethics, motivation, and multiculturalism in leadership. Through case studies examining the practices of effective leaders, various readings, discussion, self-assessments and reflection, students will identify, observe, analyze, and most importantly, apply and practice new leadership behaviors.

Course Objectives

1. Learn the basics of modern leadership definitions, and historical approach to leadership theory
2. Understand the various approaches to leadership: Trait Approach, Skills Approach, Behavioral Approach, and Situational Approach
3. Analyze Path-Goal Theory and Leader-Member Exchange Theory
4. Study the contemporary theories of leadership including Servant Leadership, Transformational Leadership and Charismatic Leadership
5. Examine the role ethics and gender play in leadership
6. Research the leadership style of a contemporary business leader
7. Improve writing skills through a research writing assignment and presentation skills through case study presentations

Course Material

1. Required Texts:

- Northouse, Peter G. 2019. Leadership: Theory and Practice, Eighth Edition. Thousand Oaks, CA: SAGE Publications. ISBN: 9781506362311

- Kouzes, James M. and Posner, Barry Z. 2018. The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader, Third Edition. Jossey-Bass. ISBN: 9781119421917

Prerequisite: None

Grading Procedures:

| | |
|-----------------------|-------|
| Class Participation | 10% |
| Case Study | 10% |
| Class Assignments (5) | 20% |
| Exams (2) | 30% |
| Papers (2) | 30% |
| | <hr/> |
| | 100% |

Grading Scale:

| | |
|----|--------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 60-66 |
| F | < 59 |

Structure of the Course

This course is designed to be highly interactive with relevant readings, case studies, modern texts, and self-assessment and reflection providing the cornerstone for class discussion and deeper learning. Students will be asked to cover some readings and complete a leadership assessment prior to arrival in Rome.

Class Participation/Attendance Grade

Active participation and presence is critical to success in the course. Participation grades will be based on attendance, quality of contributions in class as they relate to readings and other course material, and engagement with field assignments. Given the condensed nature of the course, the first unexcused absence will result in a 10 point reduction in the participation grade, while each subsequent absence will result in an additional 20 point reduction in the participation grade. More than 4 absences will constitute an automatic dismissal from the program and failure of the class.

Student Expectations

- 1. Preparation:** Students will be called on at random during class to discuss course material. It is expected that students will come to class prepared to engage meaningfully and respectfully.
- 2. Presence:** Students should arrive to class on time, and stay for the full duration of the class session.
- 3. Participation:** Learning is best facilitated by active, meaningful participation. All students will be expected to share insights, in class or on group discussion boards on Moodle, with the class to advance group discussion. **To minimize distractions, use of laptops, cell phones, tablets, or other electronic devices is not permitted during class unless at the direction of the instructor.**

Short Written Assignments

Five (5) short written assignments, approximately one each week, on topics in leadership will be assigned over the semester. Please note a leadership inventory assessment will be assigned prior to arrival on campus.

Exams

Two (2) exams will be given over the material learned through the course. Exam content will be taken from the required readings, class discussion and cases presented by students.

Case Studies

On the first day of class, each student will be assigned a case from the textbook which they will present in class and lead discussion.

Papers

Two papers on topics in leadership and power will be assigned during the course of the semester. Topics for the papers will be assigned one week prior to the due date.

Policies and Procedures

- **Accommodations** – If you are a student with a disability or disability related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the

course that are listed on this syllabus, you are encouraged to contact Disability Services in the Academic Success Center at 404-364-8869 or disabilityservices@oglethorpe.edu. Written accommodations are to be given to the instructor.

- **Due Dates** – Except in the case of extenuating circumstances, assignments submitted after the posted due date will incur a penalty of 20% grade reduction per day late. No late work will be accepted beyond 2 days after the original due date without prior arrangement.
- **Incompletes** – Refer to the complete reading of the University’s policy in the *Bulletin*.
- **Honor Code** – Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms - including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council. The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community’s confidence in the honorable state to which we aspire.”

Honor Code

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay or other work:

I pledge that I have acted honorably.

(Signed) _____

It will be the responsibility of the student to provide these pledges by either attaching them on a separate sheet of paper or typing them as part of the assignment.

Plagiarism

Plagiarism includes representing someone else’s words, ideas, data, or original research as one’s own, and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials, including material taken off the internet or other electronic sources, used in the preparation of reports, papers, and other coursework.

Cheating

- o. The unauthorized possession or use of notes, texts, or other materials during an exam. Copying another person’s work or participation in such an effort.
- o. An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.

All work in the course is subject to the terms of the honor code.

See the *Bulletin* for a complete reading.

BUS 370 Course Outline – Summer 2019 (Subject to change)

| Week | Date | Topic(s) | Coursework |
|-------------|-----------------|-------------------------------|---|
| | | | |
| 1 | Monday, 7/1 | NO CLASS - Orientation | NO CLASS - Orientation |
| | Tuesday, 7/2 | Introduction | Read Chapter 1 |
| | Wednesday, 7/3 | Traits Approach | Read Chapter 2 |
| | Thursday, 7/4 | Skills Approach | Read Chapter 3; Written Assignment #1 Due |
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| 2 | Monday, 7/8 | Behavioral Approach | Read Chapter 4 |
| | Tuesday, 7/9 | Situational Approach | Read Chapter 5 |
| | Wednesday, 7/10 | Exam #1 | |
| | Thursday, 7/11 | Path-Goal Theory | Read Chapter 6, Written Assignment #2 Due |
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| 3 | Monday, 7/15 | Leader-Member Exchange Theory | Read Chapter 7 |
| | Tuesday, 7/16 | Transformational Leadership | Read Chapter 8 |
| | Wednesday, 7/17 | | Paper #1 |
| | Thursday, 7/18 | Authentic Leadership | Read Chapter 9; Written Assignment #3 Due |
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| 4 | Monday, 7/22 | Servant Leadership | Read Chapter 10 |
| | Tuesday, 7/23 | Adaptive Leadership | Read Chapter 11 |
| | Wednesday, 7/24 | Psychodynamic Approach | Read Chapter 12; Written Assignment #4 Due |
| | Thursday, 7/25 | Exam #2 | |
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| 5 | Monday, 7/29 | Leadership Ethics | Read Chapter 13 |
| | Tuesday, 7/30 | Team Leadership | Read Chapter 14 |

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| | Wednesday, 7/31 | Gender and Leadership | Read Chapter 15 |
| | Thursday, 8/1 | Culture and Leadership | Read Chapter 16 |
| | Friday, 8/2 | Course Wrap Up | Paper #2 Due |