

# LEADERSHIP

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|--------------------------|--|
| <b>Course code</b>       | <i>MNG118</i>  |
| <b>Course title</b>      | <i>Leadership</i>  |
| <b>Type of course</b>    | <i>Compulsory/elective</i>   |
| <b>Stage of Study</b>    | <i>Undergraduate</i>   |
| <b>Year of study</b>     | <i>3<sup>rd</sup></i>  |
| <b>Semester</b>          | <i>6<sup>th</sup></i>  |
| <b>Number of credits</b> | <i>6 ECTS; 48 class hours, 112 hours of self-study, 2 hours of consultations</i> |
| <b>Lecturer</b>          | <i>Isaac Wanasika</i>  |
| <b>Prerequisites</b>     | -  |
| <b>Form of studies</b>   | <i>Full Time</i>   |
| <b>Teaching language</b> | <i>English</i>   |

## Course Description

In recent years, business leaders have started to give more and more focus on taking action on and defining success by the contribution the core business makes towards addressing today's most pressing societal challenges. Many organizations are actively engaging into innovative partnerships with numerous business stakeholders to create mutual value. The current business environment is typified by an increased level of complexity and interconnectedness and it requires a different kind of leadership. There has been a major trend among organizational theorists to shift the focus from leadership as a person or role, to leadership as a process. Throughout the course, students are encouraged to examine the choices each leader made, the path he or she traveled, the values and objectives he or she nurtured, and the larger stage on which that person acted. This perspective provides a broad understanding of the long-term impact of leadership and innovation on business, government, and society. In looking closely at the agency of other individuals who have exerted lasting influence, students are challenged to consider their own agency, along with their ambitions and ideas about leadership.

## Course Aim

This course provides the critical element of analytical and intellectual examination and reflection of certain core issues in the practice of leadership. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice.

## Learning Outcomes of the Course

| <b>Course learning outcomes (CLO)</b>  | <b>Study methods</b>   | <b>Assessment methods</b>                                     |
|--|--|---|
| CLO1. Demonstrate the understanding of the concept of effective leadership, its utility and relevance to managing business or other field of human activity.       | Lectures, case study, discussions, self-study, reflection, video   | Exam, case study, film review                                 |
| CLO2. Compare and contrast traditional and emergent paradigms of leadership and apply critical thinking to leadership theories and practices.                      | Lectures, problem-solving workshops, self-study, case study, video | Case study, personal leadership philosophy statement, exam    |
| CLO3. To be able to form teams and provide them with clear vision, mission, values and strategic goals; create a most favorable atmosphere for creative team work. | Lectures, problem-solving workshops, case studies, self-study      | Class participation, case analysis assessment and final exam. |
| CLO4. Diagnose current strengths and development needs as team leaders and as learners.  | Lectures, problem-solving workshops, case studies, self-study      | Class participation, case analysis assessment and exam.       |
| CLO5. Understand gender and cultural influences on leadership.   | Lectures, problem-solving workshops, case studies, self-study      | Class participation, coursework assessment and exam.          |

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|---|--|--|
| CLO6. Develop increased personal awareness about student's own leadership practice through self-reflection.                       | Lectures, problem-solving workshops, self-study                  | Class participation, leadership philosophy statement and final exam. |
| CLO7. Demonstrate skills of collaborative learning, facilitating the learning of others and helping others become better leaders. | Coursework; studying readings, preparing for group presentations | Group work, case study and film review.                              |

### Quality Assurance

The lecturer will apply multiple teaching methods to keep the students engaged in the topic (problem solving, case studies, homework) and enable regular check-ups. Continuous student feedback will be encouraged and accommodated to improve class experience.

| Week | TOPIC  | IN-CLASS HOURS |          | READINGS              |
|------|--|----------------|----------|-----------------------|
|      |  | Lectures       | Seminars |                       |
| 1    | Introduction: Exploring Leadership. Historical perspectives of leadership.   | 2              | 2        | Ch 1 (Howell)         |
| 2    | Effective Leadership Behaviors   |                | 4        | Ch 2 (Howell, Yukl)   |
| 3    | Trait Theories   | 2              | 2        | Ch 7 (Yukl)           |
| 4    | Power and Influence  | 2              | 2        | Ch 6 (Yukl)           |
| 5    | Charismatic and Transformational Leadership  | 2              | 2        | Ch 9 (Yukl)           |
| 6    | Cases in Charismatic and Transformational Leadership   | 2              | 2        | Part II, III (Howell) |
| 7    | Contingency Leadership Theories  | 2              | 2        | Ch 8 (Yukl)           |
| 8    | Ethical, Servant and Spiritual Leadership  | 2              | 2        | Ch 13 (Yukl)          |
| 9    | Cross-Cultural Leadership (GLOBE)  | 2              | 2        | Handout               |
| 10   | Strategic Leadership   | 2              | 2        | Handout               |
| 11   | Special topics in Leadership<br>Complexity Leadership Theory<br>Distributed Leadership<br>Shared Leadership<br>Leadership Skills Development | 4              |          | Handouts              |
| 12   | Leadership through the Movies Project  |                | 4        |                       |
|      | Consultation   |                | 2        |                       |
|      | FINAL EXAM   | 2              |          |                       |

Note: The instructor reserves the right to make certain changes in this syllabus if the need arises.

### Grading Formula

| Type of assignment                    | Hours      | %          |
|---------------------------------------|------------|------------|
| Leadership through the Movies Project | 40         | 25         |
| Leadership Self-assessment Project    | 25         | 20         |
| Final Exam                            | 58         | 40         |
| Class participation                   | 25         | 15         |
| <b>Total:</b>                         | <b>112</b> | <b>100</b> |

**Grading Criteria for Presentations:** The evaluation process will be explained in class prior to the first project/presentation. Paper and presentations will be based on predetermined rubrics. Students will be expected to dress professionally for their presentations.



### **Examinations**

All exams are closed book.

The final exam counts towards 40% of the final grade. Exam consists of multiply choice questions from theory and exercises.

### **Group Project**

Leadership through the Movies (25%)

Students will be divided into groups of 3-5 and each group assigned a leader. The purpose of the group is to watch an assigned leadership movie, analyze key leadership themes, identify key actors in a leading role, connect their leadership characteristics/behavior to prevailing theories, and provide a critique. Each member will be responsible for focusing on a specific aspect of the film and contribute a 2-page analysis on his/her aspect of the film. The group's leader will be responsible for coordinating all the submissions and preparing a coherent paper. Finally, the group will make an oral presentation of the findings to the class on an assigned date.

### **Leadership Self-assessment Project**

Each student will prepare a leadership self-assessment paper based on instructions and rubrics that will be provided in class. Due on the third week (20%).

### **Final exam Re-take**

Students who receive a failing final grade will have the right to re-take the exam during the re-sit week. Retake will comprise 40% of the final grade.

### **Attendance and Participation**

Students are required to read assigned readings **before each class**. Class attendance is recommended. Late arrivals and early departures are not allowed. Class participation and involvement is worth 15%.

### **Required Reading**

1. Howell, J. P. (2013). *Snapshots of Great Leadership*. Routledge.
2. Yukl, G. (2002). *Leadership in Organizations*. New Jersey: Prentice Hall.
3. Handouts