

GBUS 874 - Cases in Leadership Winter 2025 Course Outline – DRAFT

Instructor: [REDACTED]	Class Time: [REDACTED]
Phone: [REDACTED]	Classroom: [REDACTED]
Email: [REDACTED]	2025 Winter Term Dates: [REDACTED]
Office: TBD	Office hours: By appointment

Land Acknowledgment: *The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.*

Calendar Description

This course examines leadership issues in a range of organizational settings including for-profit and non-profit organizations. The major project for the course will involve writing an original case study that examines leadership issues within a real organization.

Course Overview

This course focuses upon leadership issues in all types of organizations. The course integrates theory and practice. Students will be expected to engage as reflective practitioners and consider the implications for their own leadership. Cases will be used to illuminate a variety of contemporary leadership challenges. Students will learn to distinguish between leadership and management decisions and develop recommendations fitting to the different types of decisions that leaders face.

Learning Objectives

By the end of the course:

- Students will gain an awareness of their own leadership philosophy, traits, skills, and behaviours.
- Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in modern organizations.
- Students will gain a basic understanding of some of the roles, skills, and tasks associated with leadership and management, and be able to distinguish between the two.
- Students will gain through reflection and action activities an understanding and appreciation for ways to improve what they do as leaders.
- Students will understand and apply basic written and oral communication skills in a business environment.
- Through cases, group discussion, self-assessments and other engaging activities, students will be able to exercise specific leadership skills.

5-day Intensive Overview - Asynchronous and Synchronous Periods

This five-day intensive course is comprised of three main sections:

1. **January 6 to February 17, 2025 – Asynchronous: Reading and Preparation.**

There will be a mandatory course kick-off class via zoom on Wednesday, January 15th at 4:00pm (Saskatchewan time). We will spend most of our time at the kick-off class discussing the preparation required during the reading period, including mandatory readings and your first assignment. Neither the kickoff zoom class, nor the work assigned in the course preparation period is optional. You must complete these tasks to help you prepare for the course and earn marks for the first assignment. The marks you earn during this time will account for approximately 15% your final grade. You can work through the material and assignments at your own pace subject to the guidelines and deadlines outlined below.

- Multimedia article summary assignment preferences – January 29
- First and second discussion forum posts due – February 7, 14
- Multimedia article summary assignment and references –February 13

2. **February 18, 19, 20, 21, 22 – Synchronous: HyFlex Classes.**

On these days, we will come together synchronously (meaning *live* or *at the same time*) from 8:30am to 4:30pm. We will cover a different leadership case every day. Your attendance and engagement in all synchronous sessions is mandatory. You may attend synchronous classes on zoom or in-person (“HyFlex”). Approximately 35% your final evaluation will be completed during this timeframe.

- In-class case groupwork – February 18, 20, 22
- Third discussion forum post – February 21
- Peer Evaluations of Multimedia Article Assignments – February 21
- Leadership Inventory Reflection Assignment – February 24

3. **February 23 – March 28 – Asynchronous: Reflection and Submission.**

This time is intended for you to prepare and submit your remaining discussion forum posts and finalize your leadership case and teaching note. These deliverables make-up approximately 50% of your final grade.

- Leadership case outline – March 6
- All remaining discussion forum posts – Feb 28, March 7, March 14
- Final Assignment – Leadership Case and Teaching Note – March 28

Format

This *Hyflex* course will involve lectures, small and large group discussions, analyzing case studies, writing an original case, presentations, self-assessments, reflections, and peer evaluations. I use an experiential approach for teaching and learning that encourages students to become active participants in the learning environment as they move iteratively and in a non-linear fashion between the four stages of experiential learning – concrete experience, reflective

observation, abstract conceptualization, and active experimentation. This approach is most effective when students fully engage with the material and the assigned activities.

To get most out of this course, students must prepare in advance by completing all assigned pre-readings and/or other assigned tasks. We will not repeat the material in the readings, but we will build on the strategic implications of the subject matter through reflection, engagement, and discussion. The course moves at a rapid pace so preparedness and organization will be critical factors to your success. There is a significant amount of reading, writing and collaboration required but if you stay on track early on it is achievable.

Contribution

My hope is for all students to make consistent and thoughtful contributions using both synchronous and asynchronous means throughout the entire term (both before, after, and during our five synchronous days). This includes asking clarifying questions, taking part in appropriate collegial dialogue with fellow students and the instructor, engaging in online and in-class activities, challenging assumptions, and providing innovative suggestions.

At a graduate level, students have many great insights, experiences, ideas, and expectations that are critical to share to get the maximum value out of the course. Therefore, I encourage students to take advantage of opportunities that will become available during this course to:

- Share your firsthand experiences
- Offer your observations to help clarify and/or integrate class concepts
- Share relevant comparisons based on your knowledge of various organizations, legal parameters, geographic locations, etc.
- Ask questions of classmates to drive further discussion and analysis
- Respectfully disagree or inquire about information presented in class by the instructor and / or fellow students
- Follow-up on class discussions by way of updates or presentation of relevant information.
- Bring in additional research or current affairs into the course for discussion.

Course Materials

1. Required textbook

Northouse, P.G. (2022) *Leadership Theory and Practice*, 9th ed, Sage Publications Inc.

2. Required Readings

A list of readings is provided in this syllabus. When possible, I will post PDFs of the readings to our course website. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

Wednesday, January 15th at 4:00pm Mandatory Kickoff Class Meeting Details:

██████████ is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
DETAILS COMING SOON

Synchronous Class Zoom Meeting Details:

██████████ is inviting you to a scheduled Zoom meeting.

Topic: GBUS 874 Regular Class Link
Time: This is a recurring meeting Meet anytime

Join Zoom Meeting
DETAILS COMING SOON

Accessibility and Accommodations:

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631. It would also be beneficial for you to discuss the accommodation with me.

Writing Assistance

The Student Success Centre (www.uregina.ca/student/ssc) offers both on-line resources and in-person tutoring on writing skills.

COMMON QUESTIONS

Formatting

This will be our 'go-to' resource for all things APA, which is the required referencing and formatting guidelines we will use in this course:

<https://library.uregina.ca/c.php?g=606347&p=4202685>

This site is published and maintained by the Dr. John Archer Library here on campus. One of the resources on the site is the Purdue Online Writing Lab (OWL), a world-renowned referencing resource. There is an online chat tool and lots of great resources to help you make sure your writing is compliant with 7th edition APA formatting, referencing, and citations guidelines.

In addition to the above website, there are many resources and websites out there about how to format and reference a document according to APA guidelines. When in doubt refer to the 7th edition APA resources provided by the Dr. John Archer library at the link above. At a minimum you must:

- Submit everything in MS Word
- Include a title page with a running header
- No logos or colour on title page
- Page numbers on all pages including the title page
- Black font only – *no colours*

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- Times New Roman 12” font with standard margins
- Double space body text
- Indent each new paragraph in the body text
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion (except for reference lists)
- Reference list must be formatted with a hanging indent and ordered alphabetically

Deadlines and Extensions

Any late submissions will be deducted 10% for each additional day. So, if something is due on March 2, and submitted one day late on March 3, you will lose 10% and be marked out of 90 rather than 100. If it were submitted two days after the deadline, on March 4th, you would lose 20% and your work would be marked out of 80 rather than 100, and so on. This will continue for 10 days until you have lost 100% of the marks.

I understand that the life of a graduate student can be challenging sometimes. Please feel free to request extensions for any deliverable. Every effort must be made to request additional time at least 24 hours before the deadline.

Course Evaluation Overview

Deliverable	Due date	Value
I. Multimedia Article Summary Assignment (You will work individually)	January 29, 2025 – Article preference due (1%) February 13, 2025 – Multimedia file due (9%) February 13, 2025 – References & questions due (2%) February 21, 2025 – 3 peer evaluations due (3%)	15%
II. Online Discussion Forums (You will work individually)	February 7 – Introduce Yourself (0.5%) February 14 - Evidence-based Management (1%) February 21 – Constructive Leadership (1%) February 28 – Destructive Leadership (1%) March 7 – Ethics, Followership, EDI (1%) March 14 – Case progress, wrap up (0.5)	5%
III. Case Groupwork (You will be assigned to a large group before our synchronous sessions start)	Feb 18 - In-class group assignment 1 (1%) Feb 20 - In-class group assignment 2 (3%) Feb 22 - In-class group assignment 3 (3%) Group Member Peer Evaluations (3%)	10%
IV. Leadership Inventory Reflection Assignment (You will work individually)	February 24, 2025	25%
V. Leadership Case and Teaching Note (You will self-select small groups)	Outline – March 7 (5%) Final Case and Teaching Note – March 28 (40%)	45%
Total		100%

Course Evaluation Details

I. Multimedia Article Summary and Peer Reviews (15%)

The purpose of this assignment is to improve your understanding of journal articles, and to increase your level of comfort with multimedia presentations. My hope is that those of you who prefer to learn from audio and visual sources will benefit from viewing your classmates' submissions and preparing your own. Note: *Your classmates will be able to see and listen to your multimedia presentation file asynchronously on our course website.*

Article Preference: By January 29, 2025, I would like you to indicate which **three** of the 20 readings eligible for this assignment are most interesting to you (listed on the final pages of this syllabus). You do not have to read the articles in full before submitting your preferences. Rather, I recommend that you browse the reading list and/or skim the titles and topics to figure out which articles interest you most. I will use these preferences to assign you *one* article for your multimedia article summary, which must be completed during the preparation period.

Article Summary: When I have assigned you a reading based on your list of preferences, you must read it in full and then prepare a 5-minute multimedia presentation that you will post to our course website before 11:59pm on February 13th, 2025. The presentation must include the following points:

1. Article purpose
2. Summary of key points
3. Relevance to leadership in organizations
4. Insight provided into leadership theories or concepts
5. Real-world example or application (if relevant)

I suggest no more than one minute of speaking per point, the time limit must be strictly adhered to.

Multimedia: The multimedia file must consist of a video and an audio component. The audio and video must be originally produced by you for this course and assignment. Some acceptable / expected formats for this submission include:

- A video of yourself taken with a phone or laptop discussing the article you were assigned.
- A narrated PowerPoint file of you discussing the article you were assigned.
- Either of the above in a YouTube link with your original video and audio.
- A zoom recording in which you present your article summary.
- If you have an idea not listed above, please check with me.

References and Discussion questions: In addition to the multimedia article summary, you must also submit a MS Word file when you upload the multimedia presentation with a list of references used to inform the content of your multimedia file, as well as a list of discussion questions to our course website before 11:59pm on February 13th, 2025.

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- 1) Discussion Questions - suggest three to five questions about the article you were assigned that could lead to an interesting group discussion.
- 2) Reference list - A list of references used to create your presentation formatted using APA. At a minimum, you must list the complete bibliographic information for the article you were assigned. Reference information for any articles consulted to enrich your presentation should also be included when relevant.

Peer Reviews: You must view and provide constructive feedback on three or more of your classmates' presentations using the article summary peer review form. This must be done for at least three presentations besides your own. Your feedback will be made available to classmates' whose presentations you assess.

KEY DATES - Multimedia Article Summary and Peer Review (15%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Submit Article Preferences	January 29, 2025	1%
Multimedia file containing article summary	February 13, 2025	9%
References and discussion questions	February 13, 2025	2%
Peer Evaluations (3 or more)	February 21, 2025	3%

II. Individual Online Discussion Forums (5%) – Feb. 7 – March 7.

Discussion forums will be available on our course website per the schedule below.

KEY DATES – Individual Online Discussion Forums (5%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Introduce yourself discussion forum	February 7, 2025	0.5%
Evidence-based management discussion forum	February 14, 2025	1%
Constructive leadership discussion forum	February 21, 2025	1%
Destructive leadership discussion forum	February 28, 2025	1%
Ethics, Followership, EDI discussion forum	March 7, 2025	1%
Case progress and course wrap-up discussion forum	March 14, 2025	0.5%

III. In-class Case Groupwork (10%) (February 18, 20, 22)

Students will be assigned to groups before the start of our synchronous sessions. These groups will work together to complete several case-based assignments during the synchronous period. These assignments will consist of working collaboratively to complete a case analysis and present it in a variety of potential formats depending on the case. Possible formats might include a memo, vision statement, action plan, peer presentation, video analysis, and/or other interactive group tasks related to the assigned case. This work will be completed during class-time. A portion of this grade will depend on your evaluation of your group members' performance and effort.

IV. Leadership Inventory Assignment (25%) – February 24, 2025

By completing self-assessments related to leadership, this assignment will help you reflect upon and describe your skills and abilities and identify areas for development. Complete the Ethical Leadership Style Questionnaire and at least two of the other self-assessments listed below. When you have completed at least three assessments, work through the five questions in a 10 to 15-page paper (double spaced). To ensure your responses are thorough and thoughtful, integrate the results of your self-assessments with concepts and material from this course. Explain your responses by

combining leadership theory with illustrative examples from your lived experience and your self-assessment ratings. Remember to use credible and reliable sources where needed.

The paper must contain an Appendix (not included in the page limit) showing the mathematical workings and results of each scale you completed. The title page, proper referencing, appendix, and adherence to formatting guidelines will count in your grade.

Mandatory	Any two (or more) of the following
Ethical Leadership Style Questionnaire (Short Form) (Chapter 15)	Abusive Supervision Scale (assessment uploaded to course website) LMX-7 Questionnaire (Chapter 7) Transformational and transactional leadership (Chapter 8) Inclusive Leadership Reflection Instrument (Chapter 12) Followership Questionnaire (Chapter 13)

Questions

1. *a)* Based on your leadership assessment results and what you have learned in this course, describe your leadership strengths.

b) Based on your leadership assessment results and what you have learned in this course, describe two or more areas in which you would like to further develop your leadership abilities.
2. You have been promoted to team leader. Your first task is to motivate your team to accomplish a challenging goal. As the team leader, describe what you would do to focus the efforts of a group towards the common goal. Why is this the right approach for you?
3. Based on the results of your leadership assessment(s), use the principles of ethical leadership (Chapter 15) to describe your level of preparedness for dealing with challenging situations in your field of work as a future leader. For this section, think of a leader as an individual who possesses formal with positional power afforded by hierarchical structure (i.e., manager, director, owner, CEO), OR an informal leader (employee, diversity champion, inclusion advocate, etc.) who may be considered an employee, direct report, subordinate, or follower in terms of an organizational hierarchy.

4. What could you do to improve your ability and level of preparedness to lead others in the future? How could you do this? If you do not see yourself as a leader, answer this question from the perspective of an effective follower. [What could you do to improve your ability and level of preparedness to become an effective follower in the future? How could you do this?].

5. What is one key learning you will take away from completing this self-assessment assignment?

V. Leadership Case Outline and Teaching Note (45%)

The major assignment in this course is to write an original leadership case – similar to the cases we read and analyze during the synchronous portion of the course. In groups of one, two, or three, students are to develop an original leadership case and teaching note based on your own experience(s). The case must incorporate key leadership concepts that have been covered in this class or in a previous leadership theory course (e.g., GBUS-870 Leadership Theory & Practice).

To write the case, identify a leadership theory or concept and present an organizational situation that illuminates the leadership theory in practice. Your case should lead the reader to apply theories, frameworks, concepts, tools, etc. to make a leadership decision or set of recommendations. For example, your group might write a case on how a leader creates stress for his/her staff and what he/she can do through the application of appropriate leadership principles to alleviate this stress. Your case should encourage the reader to use evidence-informed concepts to make one or two key decisions and/or recommend a series of responsible actions that would benefit the organization and the protagonist. The case must be followed by a teaching note. Read below for details of each component:

Draft Outline (5%): This document will identify who is in the group, the storyline idea for your case, and a summary of the leadership concepts/topics that will be covered by the case and in the teaching note. Use the template provided to complete this preliminary document to describe your group's ideas, plans, and questions about this assignment. Completing this outline serves several purposes. First, it will help you finalize group membership as these groups will be self-selected without input from the instructor. The outline should get all group members thinking and talking about their personal experiences on which your group's case could potentially be based. Finally, after receiving feedback, your group will then settle on the plan for the case you will write. Remember, this is an outline only! If what you originally thought was a good idea ends up not working out after all, you can still change directions subject to mutual agreement.

Leadership Case (25%): Your original leadership case must be based on true events that have been experienced by one or more group members. Names and other identity-revealing details can be altered to protect the identities of the actual individuals and organizations involved. Just as the cases we have read for this course, your group's case should present an organizational leadership situation that you are familiar with, which illuminates leadership theory, topics, and concepts in practice. Your storyline should guide readers towards relevant leadership theory, concepts, and

tools to make a decision or set of recommendations. Write the case in a way that will make it accessible for readers to apply concepts to come to a decision and / or set of recommendations to address the leadership issue.

Teaching Note (15%): In this section, you will comprehensively identify and explain key issues in your case to shed light on the relevant leadership theories and concepts your group has selected. You will also suggest evidence-informed recommendations or desirable courses of action that could address the situation described in the case. This section must integrate leadership theory and concepts based on evidence and best-practices and apply it to the context of your case. In addition, the teaching note should contain three to five discussion questions with suggested answers based on leadership theory and course concepts.

Submit both your original case and teaching note in a single MS Word file by March 28, 2025.

KEY DATES – Leadership Case and Teaching Note Final Assignment (25%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Outline	March 7, 2025	5%
Case	March 28, 2025	25%
Teaching Note	March 28, 2025	15%

STUDENT CONDUCT

Academic Integrity

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

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1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.”¹

¹ Source: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>. Retrieved February 20, 2018

READING LIST BY DAY

Day	Theme: EVIDENCE-BASED MANAGEMENT
1 Feb. 18, 2025	<p>Cases:</p> <p>The cases below are in the book <i>Becoming the Evidence-Based Manager</i> authored by Gary P. Latham and published by Davies-Black (2009). Files containing the cases will be posted to the course website for instructional purposes only. Please do not share or copy these electronic files to ensure you are not violating copyright laws.</p> <p>‘Woodlands: A Turnaround in the Western World’ p. 141 – 146</p> <p>‘Tech-M/E: Turnaround in the Middle East’ p. 146 – 154</p> <p>Required Readings:</p> <p>Briner, R. B. and Walshe, N. D. (2013). Evidence-based management and leadership. In H. S. Leonard, R. Lewis, A. M. Freedman and J. Passmore (Eds.), <i>The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development</i> (49-64). Oxford: John Wiley & Sons. ISBN: 9781119976578. http://dx.doi.org/10.1002/9781118326404.ch3</p> <p>Nohria, N. (2021, December 21). What the case study method really teaches. <i>Harvard Business Review</i>. April 4, 2024 https://hbr.org/2021/12/what-the-case-study-method-really-teaches</p> <p>Northouse, P.G. (2022). Chapter 1 – Introduction in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p> <p>Pfeffer, J. & Sutton, R.I. (2006), Evidence-based management, <i>Harvard Business Review</i>, 84(1).</p> <p>Optional Readings:</p> <p>Peregrine, M. (2022) Willful Blindness: The Scourge that is Selfish Leadership. <i>Forbes</i>, https://www.forbes.com/sites/michaelperegrine/2022/07/14/willful-blindness-the-scourge-that-is-selfish-leadership/?sh=23436635486c</p> <p>Thomke, S., Loveman, G.W. (May – June 2022). Act Like a Scientist. <i>Harvard Business Review</i>. https://hbr.org/2022/05/act-like-a-scientist</p>

2
Feb.
19,
2025

Theme: CONSTRUCTIVE LEADERSHIP

Case: Bachiu, V., Wolf, P., Fulton, M. (2024). Whitecap Dakota Nation. Whitecap Development Corporation. Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan. Available online: <https://www.schoolofpublicpolicy.sk.ca/documents/research/case-studies/whitecap-dakota-first-nation-case-study.pdf>

Required Readings:

Arenas, F. J., Connelly, D., & Williams, M. D. (2017). The Full Range Leadership Model. In *Developing Your Full Range of Leadership: Leveraging a Transformational Approach* (pp. 11–36). Air University Press. <http://www.jstor.org/stable/resrep13849.15>

Northouse, P.G. (2022). Chapter 7 – Leader-Member Exchange in *Leadership Theory & Practice*, Ninth Edition. Sage.

Northouse, P.G. (2022). Chapter 8 – Transformational Leadership in *Leadership Theory & Practice*, Ninth Edition. Sage.

Optional Readings:

Gottfredson, R.K., Wright, S.L., Heaphy, E.D. (2020) A critique of the Leader-Member Exchange construct: Back to square one, *The Leadership Quarterly*, 31, 6.

Graen, G.B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219–247. [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)

Northouse, P.G. (2022). Chapter 9 – Authentic Leadership in *Leadership Theory & Practice*, Ninth Edition. Sage.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107–142. [https://doi.org/10.1016/1048-9843\(90\)90009-7](https://doi.org/10.1016/1048-9843(90)90009-7)

Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, 15(3), 329–354.

3
Feb.
20,
2025

Theme: DESTRUCTIVE LEADERSHIP

Case: Searle, R. (n.d.) Campsie Arts.

Required Readings:

Fischer, T., Tian, A.W., Lee, A., Hughes, D.J. (2021) Abusive supervision: A systematic review and fundamental rethink, *Leadership Quarterly*, 32, 101540.

Kotter, J. (1995). Leading Change – Why Transformation Efforts Fail, *Harvard Business Review*, 73(2), 59-67.

Schyns, B. & Schilling, J. (2013) How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership quarterly*. 24 (1), 138–158.

Optional Readings:

Hancock, A.J., Daher-Moreno, E., Arnold, K.A.A (2023) Chapter 5 - The Role of Line Managers in Promoting and Protecting Employee Well-Being.

Hancock, A.J., Gellatly, I.R., Walsh, M.M., Arnold, K.A. & Connelly, C.E. (2023). Good, bad, and ugly leadership patterns: Implications for followers' work-related and context-free outcomes. *Journal of Management*. DOI: 10.1177/01492063211050391

Pletzer, J. L., Breevaart, K., & Bakker, A. B. (2024). Constructive and destructive leadership in job demands-resources theory: A meta-analytic test of the motivational and health-impairment pathways. *Organizational Psychology Review*, 14(1), 131-165. <https://doi.org/10.1177/20413866231197519>

Tepper, B.J. (2000) Consequences of Abusive Supervision, *Academy of Management Journal*, 43(2), 178-190.

Tepper, B.J., Simon, L., Park, H.M. (2017). Abusive Supervision. *The Annual Review of Organizational Psychology and Organizational Behavior*. 4, 123-152.

<p>4 Feb. 21, 2025</p>	<p><u>LEADERSHIP and ETHICS</u></p> <p>Case: Ubiquitous Surveillance A</p> <p>Required Readings:</p> <p>Levine, M.P., Boaks, J. (2014) What Does Ethics Have to do with Leadership?. <i>Journal of Business Ethics</i> 124, 225–242. https://doi.org/10.1007/s10551-013-1807-y</p> <p>Northouse, P.G. (2022). Chapter 15 – Leadership Ethics in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p> <p>Optional Readings:</p> <p>Chikeleze, M. C., & Baehrend, W. R., Jr. (2017). Ethical leadership style and its impact on decision-making. <i>Journal of Leadership Studies</i>, 11(2), 45–47. https://doi.org/10.1002/jls.21523</p> <p>Ko, C., Ma, J., Bartnik, R., Haney, M. H., & Kang, M. (2017). Ethical Leadership: An Integrative Review and Future Research Agenda. <i>Ethics & Behavior</i>, 28(2), 104–132. https://doi.org/10.1080/10508422.2017.1318069</p> <p>Northouse, P.G. (2022). Chapter 2 - Trait Approach in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p> <p>Northouse, P.G. (2022). Chapter 3 - Skills Approach in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p>
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<p>5 Feb. 22, 2025</p>	<p><u>LEADING INCLUSIVE ORGANIZATIONS</u></p> <p>Case: TBD – will come from textbook or another open access (no cost to you) source</p> <p>Required Readings:</p> <p>Kelley, R. (1988, November) In Praise of Followers. <i>Harvard Business Review</i>. https://hbr.org/1988/11/in-praise-of-followers</p> <p>Northouse, P.G. (2022). Chapter 12 – Inclusive Leadership in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p> <p>Northouse, P.G. (2022). Chapter 13 – Followership in <i>Leadership Theory & Practice</i>, Ninth Edition. Sage.</p>
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Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H. & Brimhall, K.C. (2016) The Promise of Diversity Management for Climate of Inclusion: A State-of-the-Art Review and Meta-Analysis, *Human Service Organizations: Management, Leadership & Governance*, 40(4), p. 305-333.

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- Chung, B. G., Ehrhart, K. H., Shore, L. M., Randel, A. E., Dean, M. A., & Kedharnath, U. (2020). Work Group Inclusion: Test of a Scale and Model. *Group & Organization Management*, 45(1), 75-102. <https://doi.org/10.1177/1059601119839858>
- del Carmen Triana, M. et al. (2024) Stereotypical Perception in Management: A Review and Expansion of Role Congruity Theory. *Journal of management*. [Online] 50 (1), 188–215.
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