**BA in Management Program**

**Fall 2020**

**Org 451 – Leadership**

**Instructor:** Jane Maley

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**Web:** SuCourse

**Office Hours:** WhatsApp meetings by appointment

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Online Class | 9.40 | Tuesday | Online  Zoom  <https://zoom.us/j/4310635153> |
| Project tutorial | 10.40 | Thursday | Group Work |

**Course Objective:**

This course explores the practices and philosophies underpinning leadership and motivation, encouraging students to develop complex thinking. Case studies enable students to evaluate theoretical and empirical contributions to leadership while reflecting on their own leadership and motivation practices. The principal objective is to equip students with a theoretical understanding and frameworks that enable them to diagnose leadership issues and propose responsible solutions in complex, diverse global

contexts.

**Learning Outcomes:**

1. Critically assess the similarities and differences between traditional and contemporary theories of leadership.
2. Describe the practices of established leadership theories, such as transformational leadership, servant leadership, leader manager exchange etc.
3. Apply a critical perspective to leadership, followership, teamwork and culture.
4. Examine the practices of adaptive leadership and compare to the practices of authority.
5. Distinguish the gap between serious and populist theories of leadership and critically analyze and predict how leadership might need adapt to counter future challenge.

**Upon successful completion of the course, the student should be able to:**

1. Have an understanding of the main functional areas of leadership area of management.
2. Work effectively in teams characterized by people of diverse educational, social and cultural backgrounds.
3. Pursue open minded inquiry and appreciate the importance of research as an input into and leadership practice.
4. Demonstrate awareness that business settings present different opportunities and challenges for leaders due to environmental/contextual differences that arise in economic, political, cultural, legal-regulatory domains.

**Course Material:**

Required Textbook (Additional required reading will be shared during the semester)

Northouse P.G. (2018). *Leadership theory and practice* (Eight Edition). Thousand Oaks: Sage Publications. ISB 978-1-5443-3194-2. Additional readings will be shared on SuCourse.

**List of cases studies in class:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Case** | **Where to find** | **Type** | **Team**  **work** |
| **1** | Choosing a New Director | Northouse Textbook, page 32 | Paper | Yes |
| **2** | A Remarkable Turnaround | Northouse Textbook, page 34 | Paper | Yes |
| **2** | A Strained Research Team | Northouse Textbook, page 60 | Paper | Yes |
| **4** | Eating lunch standing up | Northouse Textbook, page 85 | Paper | Yes |
| **5** | Three Supervisors | Northouse Textbook, page 127 | Paper | Yes |
| **6** | Working Hard at Being Fair | Northouse Textbook, page 153 | Paper | Yes |
| **7** | The Vision Failed | Northouse Textbook, page 184 | Paper | Yes |
| **8** | Am I Really a Leader? | Northouse Textbook, page 211 | Paper | Yes |
| **9** | Doctor to the Poor | Northouse Textbook, page 246 | Paper | Yes |
| **10** | Silence, and Mental Illness | Northouse Textbook, page 277 | Paper | Yes |
| **11** | Penn State Sex Abuse Scandal | Northouse Textbook, page 322 | Paper | Yes |
| **12** | How Safe Is Safe-Ethics | Northouse Textbook, page 356 | Paper | Yes |
| **13** | Can This Virtual Team Work | Northouse Textbook, page 392 | Paper | Yes |
| **13** | Pregnancy as a Barrier | Northouse Textbook, page 419 | Paper | Yes |

**List of case studies as part of assignments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** |  | **Subject** | **Type** | **Team**  **work** |
| Midterm case study | A Drill Sergeant | Focuses on Behavioral approaches | Paper | No |
| Case  studies | Analysis of leadership case articles | Examines many aspects of leadership & incorporates leadership theories | Media outlets | Yes |
| Final exam | Case study | Examines followership, ethics, & destructive leadership | Video | No |

**Optional Reading Material:**

Optional reading materials will be shared throughout the course.

**Course Web:**

This is an online course. Lecture slides, assignments and readings will be available. Students should check Sucourse daily.

**Instructional Design:**

The online course will include several activities to do each week. You will find these activities on SuCourse under ‘RESOURCES’. Activities will include a weekly recorded lecture that will be available each Sunday for the forthcoming week. Other activities will include additional short readings, videos, and quizzes. Each weeks tool kit of activities will vary slightly.

I suggest that for each topic you first listen to the pre-recorded lecture that is assigned for the week. carefully. Once you have got a feel for what the topic is about, read the text book chapter/s assigned to the week. Reading the relevant chapter each week is not always easy; sometimes there is a large amount of complex material to absorb. I recommend that you set aside at least four hours for reading the material each week. It is usually best to break this up over two or three sessions.

In addition to the online activities , it is important to attend the weekly zoom class and participate in class. In this subject there are also lots of opportunities for you to engage with me, with your peers and with the subject.

**Instructional Design:**

This n online course is designed to incorporate live classes. Learning is both synchronous (live class) and asynchronous- recorded lectures, individual reading, videos. Group work via weekly online case studies and an assignment.

**Grading**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Item** | **Weight** | **Length** | **Due** |
|  | Class participation | 20% | N/A | All term |
|  | Midterm  Case study analysis  Individual | 10% | 1,000 words  excluding references | Nov 1 |
|  | Media analysis  Group | 30% | 1,500 words  excluding references | Dec 20 |
|  | Final Exam  Individual | 40% | 1, 000 words maximum | Jan 3-6 |

**Requirements:**

**Assignment 1**

**Class participation-individual**

Participation is highly encouraged and I will call on class members in the online class. These points are purely discretionary. As you will be a professional, you must contribute in your meetings and sessions. Attendance *per se* is not graded, but class participation and engagement with the course work will be monitored very regularly. Grading goes beyond airtime, *i.e.* the quality of one’s participation was also important. Low participation throughout the term and a flurry of activity and questions in the last weeks will not be graded favorably.

**Assignment 2**

**Midterm -individual**

The midterm 1 consists of a short case study: ‘A Drill Sergeant at First’ page 85 of the Northouse textbook. Questions to this case will be given in week two in advance of due date.

**Assignment 3**

**Media research project - group**

For this assignment, you will be placed in a group in week one. The group will analyze specific media information in relation to leadership issues that we cover in our lessons. This data will be obtained from a selection of five leading world newspapers (*The Hürriyet-Turkey; Financial Times -London; The Wall St Journal-US; The Australian Financial Review; Handelsblatt- Germany*).

The team will need to scan the newspapers very frequently for suitable leadership material from these outlets. The group is required to select three articles from 2020 editions of the newspapers and present with the articles relevance to leadership theory and practice. Use a report format (extended dot points and tables are entirely acceptable), but also provide academic support from your class lectures, case studies and textbook chapter references to support your case. The objective of this assignment is for your team to become aware of the leadership issues and how they relate to our learning activities in this subject.

In class, I will cover further details on researching tactics and strategies that will enable you to tackle this assignment with confidence. The idea is to tie the material we cover in class to everyday world issues relating to leadership. Three articles should be thoroughly analyzed and linked with the relevant leadership theory. Your articles should be taken from three different newspapers listed above.

**Peer Evaluation in Teamwork**

This group assignment will be graded to safeguard procedural fairness. Students will be asked to provide an evaluation of the members of their team. Each student will divide 100 points between the members of her team, including her/himself. This division should reflect that person’s judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone.

Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your Midterm 2 assignment. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your Midterm 2 mark will be less than 25 out of 30. There are no simple rules for adjustment.

**Final exam**:

This individual take home exam-video case study. It will cover the entire course work. The case will be released January 3 at 9 am and is due back January 6at 5pm.

**Late assignment**

All late assignments will incur a 20 percent penalty per 24 hours. For example, final exam submitted January 7th at 4.50 pm will incur a 20% penalty, submitted January 7th at 5.10pm 40%.

**Academic Honesty:**

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one’s paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

All assignments will be checked by Turnitin. This software is the worldwide standard in plagiarism prevention. It allows instructors to compare student papers against a database composed of millions of articles. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades.

**Classroom policies and conduct**

Sabancı BA in Management Program values participatory learning. Establishing the necessary social order for a participatory learning environment requires that we all:

* Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.
* Listen to the person who has the floor/microphone
* Come to zoom class on time and do not leave before the end of class
* Students who opt out of group work on zoom will lose their participation mark
* Keep your camera on at all times in zoom class- no camera- no participation mark

**Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Requirement case study** | **Tool Kit Requirements /Activities** |
| Week 1 | Introduction | Choosing a New Director p.32 | Research leadership in the news  Read Ch 1 Northouse |
| Week 2 | Trait Approach  Skills Approach | Strained Research Team p.60 | Research leadership in the news  Read Ch 2/3 Northouse |
| Week 3 | Culture | Work assignment Midterm 1 | Culture Questionnaire  Read Ch 16 Northouse |
| Week 4 | Behavioral Approach | A Drill Sergeant at First p.84 | Research leadership in the news  Read Ch 4 Northouse |
| Week 5 | Path–Goal Theory | Three Supervisors p.127 | Research leadership in the news  Read Ch 6 Northouse |
| Week 6 | Leader–Member Exchange | Working at Being Fair p.153 | LMX Questionnaire  Read Ch 7 Northouse |
| Week 7 | Transformational Leadership | The Vision Failed p. 184 | Research leadership in the news  Read Ch 8 Northouse |
| Week 8 | Authentic Leadership | Am I Really a Leader? P.211 | Research leadership in the news  Read Ch 9 Northouse |
| Week 9 | Servant Leadership | Doctor to the Poor p.248 | Research leadership in the news  Read Ch 10 Northouse |
| Week 10 | Adaptive Leadership | Stigma, Mental Illness p.277 | Adaptive Questionnaire  Read Ch 11 Northouse |
| Week 11 | Ethical Leadership | How Safe Is Safe p.356 | Research leadership in the news  Read Ch 13 Northouse |
| Week 12 | Team Leadership | Virtual Team Work p.392 | Research leadership in the news  Read Ch 14 Northouse |
| Week 13 | Gender & Leadership | Pregnancy as a Barrier p.419 | Research leadership in the news  Read Ch 15 Northouse |
| Week 14 | Revision | Revision |  |

**About your Professor**

****Professor Maley joined Sabanci Business School in March 2020. Prior to becoming an academic, Prof Maley held Managing Director roles for UK, US and Japanese Biotech Multinational Corporations. She received her Doctorate from Macquarie Graduate School of Management, Macquarie University, Sydney.

Prof Maley has taught a range of management subjects at undergraduate and postgraduate level in Australia, England, Spain, Vietnam and Hong Kong. She presents regularly at global conferences and has published over 60 articles in the media and top management journals. Prof Maley collaborates with researchers from all parts of the globe. Her teaching philosophy reflects a collaborative style. She prefers student-centered teaching that encourages learning by both students and the teachers. She favors classroom dynamics that permit dialogue and foster a degree of student input.