

COURSE SYLLABUS

Leadership

Course code: MGT 260

Semester and year: Spring 2025

Day and time: Tuesdays, 11:15 - 14:00

Instructor: Daniel Padolsky, M.A.

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Consultation hours: Tuesdays, 14:00-14:30

Credits US/ECTS	3/6	Level	Bachelor
Length	15 weeks	Pre-requisite	Recommended: MGT245
Contact hours	42 hours	Grading	Letter grade

1. Course Description

This course is a detailed study of the principles and theories of leadership and management. The student will learn a systematic, logical way of thinking about leadership and management within organizations. Through various instructor administered and self-assessment instruments, students will be able to personalize leadership development profiles for their personal and professional advancement.

Topics covered include: compare and contrast management and leadership, ethical behavior of leaders, emotional intelligence, change management, motivation of followers, power and influence, leading teams, and life-long learning.

The course involves in depth reading from leading texts, journals, and popular literature in the field of leadership and management as well as considering the attributes and behaviors of leaders as individuals, identify relationship building aspects of leadership, explain social architecture of leadership, conduct a basic literature review of a selected topic and Make an oral presentation to the class regarding the topic selected for the literature review.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

1.0 Knowledge and understanding – students will be able to:

- 1.1 Compare and contrast management and leadership
- 1.2 Discuss the nature of leadership
- 1.3 Outline evolving theories of leadership
- 1.4 Describe personal aspects of leadership
- 1.5 Identify relationship building aspects of leadership
- 1.6 Explain social architecture of leadership

2.0 Intellectual Skills – students will:

- 2.1 Address leadership and management issues from a theoretical perspective

2.2 Develop a framework for understanding moral and ethical issues in different leadership and management styles. Consequently students will recognize the need for flexibility in their approach to solving organizational problems

2.3 Engage in self-management in terms of time, planning and behavior, motivation, individual initiative and enterprise. This applies equally to effective performance within a team environment including leadership, team building, and influencing as well as project management skills.

3.0 Transferable skills – students will:

3.1 **Critical Thinking:** Think strategically in terms of identifying and solving organizational problems.

3.2 **Creative Thinking:** Create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

3.3 **Information Management:** Search for, select and process relevant information guided by relevant theoretical frameworks.

3.4 **Communication Skills:** Communicate effectively within group work and team activities. Be able to present concise and coherent ideas, orally and in writing, in a professional manner.

3.5 **Personal Leadership Style Analysis:** Analyze his or her personal leadership style (through a series of self and instructor administered assessment instruments), evaluate and develop a continuing program for self-improvement in management and leadership skills.

3. Reading Material

Required Materials

- Daft, Richard L., *The Leadership Experience*. 5nd edition. 2011.
- Komives, Susan R, Nance Lucas, and Timothy R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass Publishers, 1998. Print. (two chapters)
- Northouse, Peter G. *Leadership: Theory and Practice*. 7th ed., international ed., Los Angeles: Sage, 2016. Print.
- Lussier, Robert N. and Christopher F. Achua. *Leadership: Theory, Application, & Skill Development*. 6th ed., Australia: Cengage Learning, 2015. Print.
- Kotter, John P. and Leonard A. Schlesinger, "Choosing Strategies for Change", *Harvard Business Review*, July-August, 2008.

4. Teaching methodology

Group work, case studies, discussions, experiential exercises, and lectures.

5. Course Schedule

Date	Class Agenda
Session 1 Feb 4	<p>Topic: Introducing Leadership and the Course</p> <p>Description: Students will be introduced to the subject of leadership by focusing on the meaning of leadership. Students will also be oriented to the course's syllabus, which includes the course assignments, learning outcomes, and schedule.</p> <p>Reading: None</p> <p>Assignments/deadlines: None</p>

Session 2 Feb 11	<p>Topic: The Trait Approach to Leadership</p> <p>Description: Students will discuss the advantages and disadvantages of the trait approach to leadership and what traits are important to leadership. They will also read case studies and then discuss what actions the trait approach recommends in the situations portrayed.</p> <p>Reading: Northouse, "Introduction", pp. 1-18, "Trait Approach", pp. 27-44.</p> <p>Assignments/deadlines: None</p>
Session 3 Feb 18	<p>Topic: The Behavioral and Skills Approaches to Leadership</p> <p>Description: Students will discuss the advantages and disadvantages of "Behavioral Leadership. They will read case studies and then discuss what actions this approach recommends in the situations portrayed.</p> <p>Reading: Northouse, "Skills Approach", pp. 56-72 and "Behavioral Approach", pp. 84-96.</p> <p>Assignments/deadlines: Journal entry #1</p>
Session 4 Feb 25	<p>Topic: The Situational Leadership Approach</p> <p>Description: Students will learn about the Situational Leadership approach and practice how to use it in real life settings.</p> <p>Reading: Northouse, "Situational Approach", pp. 109-19.</p> <p>Assignments/deadlines: None</p>
Session 5 Mar 4	<p>Topic: Path-Goal Theory</p> <p>Description: Students will learn about the Path-Goal Theory of leadership and how recognizing personality characteristics can help lead others.</p> <p>Reading: Northouse, "Path-Goal Theory", pp. 132-44.</p> <p>Assignments/deadlines: Journal entry #2</p>
Session 6 Mar 11	<p>Topic: Leader-Member Exchange Theory</p> <p>Description: Students will learn about leader-member exchange theory and its significance to everyday leadership.</p> <p>Reading: Northouse, "Leader-Member Exchange Theory", pp. 157-72.</p> <p>Assignments/deadlines:</p>
Session 7 Mar 18	<p>Topic: Midterm</p> <p>Description: Students will an exam covering the materials we have discussed so far.</p> <p>Reading: None</p> <p>Assignments/deadlines: Midterm</p>
Mar 25	Mid-term break
Session 8 Apr 1	<p>Topic: Transformational Leadership</p> <p>Description: Students will learn about transformational leadership.</p> <p>Reading: Northouse, "Chapter 8: Transformational Leadership", pp. 185-209.</p> <p>Assignments/deadlines: Journal entry #3</p>
Session 9 Apr 8	<p>Topic: Authentic Leadership</p> <p>Description: Students will learn about authentic leadership.</p> <p>Reading: Northouse, "Chapter 9: Authentic Leadership", pp. 195-209.</p> <p>Assignments/deadlines: None</p>
Session 10 Apr 15	<p>Topic: Servant Leadership</p> <p>Description: Students will learn about servant leadership.</p> <p>Reading: Northouse, "Chapter 10: Servant Leadership", pp. 225-42.</p> <p>Assignments/deadlines: Journal entry #4</p>

Session 11 Apr 22	Topic: Adaptive Leadership Description: Students will learn about adaptive leadership and its great importance to today's society. Reading: Northouse, "Chapter 11: Adaptive Leadership", pp. 285-307. Assignments/deadlines: None
Session 12 April 29	Topic: Inclusive Leadership Description: Students will learn about inclusive leadership. Reading: Northouse, "Chapter 12: Inclusive Leadership", pp. 322-38. Assignments/deadlines: Journal entry #5
Session 13 May 6	Topic: Followership and Review Description: Students will learn about followership and review for the final exam. Reading: Northouse, "Chapter 13: Followership", pp. 352-78. Assignments/deadlines: None
Session 14 May 13	Topic: Final Exam Description: Students will take a comprehensive final exam. Reading: None Assignments/deadlines: Final Exam, Personal Leadership Philosophy

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	20%	Students are expected to be present, timely, and contribute constructively to discussions.	1,2,3
Journal entries	20	10%	Comprehension of course material, and key concepts and application of those concepts to their experiences, describe their learning preferences, strengths and weaknesses, values, attitudes, and beliefs and how they affect their ability to lead others and leadership philosophy, and describe their personal philosophy of leadership.	1
Case Study	14	10%	Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and demonstrate subject knowledge.	1,2,3

Group Facilitations	22	20%	Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and demonstrate subject knowledge.	1,2,3
Personal Leadership Philosophy	12	10%	Describe their personal philosophy of leadership, how they plan to lead others, their leadership values, and their expectations of others.	1,2
Midterm	16	10%	Comprehension of course material and key concepts, including understanding the differences between a manager and a leader and describing the modern day meaning of leadership vs. the traditional sense of leadership.	1
Final Exam	24	20%	Comprehension of course material, and key concepts, including evaluating leadership effectiveness within any context, describing various approaches to leadership and describing various approaches to leadership.	1s

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Participation:

Assessment breakdown

Assessed area	Percentage
Active engagement in discussion	50%
Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts (based on the course readings)	50%

Journal Entries: Students are required to reflect on their experiences related to the readings and write about them. Each journal entry should be around 250-500 words.

Assessment breakdown

Assessed area	Percentage
Content/Quality of Ideas: --Responses to the readings are reflective in nature and show an ability to apply the content to students' personal experience	100%

Case Study: Students will be assigned a leadership approach, such as the trait approach to leadership, to write a 250-500 word case study based on it. The case study will include 5-7 questions which elicit the most important concepts/aspects of the assigned leadership approach to better understand/review that approach. After submitting the electronic version

of the case study and questions (**with expected answers**) on NEO the night before class, students will bring hard copies of the case study and questions (without the answers) to class for students (the number of copies will depend on the number of students in the class), including the teacher, and facilitate a 15-minute discussion about the case study so that students get a good understanding/review of the key concepts associated with the leadership approach. The content of the case study can be based on a personal experience or story in the news. If based on a news story, a reference using MLA must be provided. Note: It is recommended to bring extra materials with you, such as an outline of the leadership approach concepts or important charts, to ensure that students are able to recall the leadership approach and discuss the case study more thoroughly.

Assessment breakdown

Assessed area	Percentage
Class Discussion: The student effectively facilitates a comprehensive discussion which elicits references to the key concepts/aspects of the leadership approach.	50%
Case Study and Questions Content: Case study and questions are clearly related to the assigned leadership approach, help students to understand key concepts of the leadership approach, and cover the leadership approach comprehensively.	50%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%

Group Facilitations: Students will be selected for two dates and topical readings from our list of readings to facilitate two in-class group discussions. At home, students will prepare to facilitate a discussion on the assigned date’s reading by doing a close reading of the reading and writing 5-7 open-ended, yet comprehensive, discussion questions about the key concepts (and their expected answers, which are submitted on NEO) and an outline of the entire reading, which is due the night before the group facilitation is to be done. On the assigned facilitation dates, students will then bring 6 typed copies of the outline & 5-7 discussion questions (without the answers) to class to give to the other students. Students will then lead a 15-20-minute discussion about the readings with the group so that students get a good understanding of the key concepts associated with the assigned topic.

Assessment breakdown

Assessed area	Percentage
Content: Questions are appropriate for the assigned reading, help students to understand key concepts in the reading, and cover the reading comprehensively.	25%
Group Facilitation: The student effectively facilitates a comprehensive discussion of the reading	50%
Outline: The outline covers the entire reading and is structured in an appropriate manner.	25%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%
Warning: If a group facilitation is missed, it cannot be made up another day.	

Personal Leadership Philosophy: Students will write a 800-1000 page personal leadership philosophy based on the leadership approaches discussed in this class. They will write about their personal definition of leadership, what people can expect of them and/or how they will lead others, their leadership style(s) and, possibly, when they will use it (them), their expectations of others, how they will know that they are being an effective leader, their leadership values (e.g. integrity, social responsibility, respect, etc. The values they need to be an effective leader.), how they will treat other people they deal with on a daily basis, their attitude and approach to tasks/leadership situations, and their leadership

priorities. All content should be based on the leadership approaches discussed in this course.

Assessment breakdown

Assessed area	Percentage
Content/Quality of Ideas: --A comprehensive overview of the student’s definition of leadership, values, beliefs, attitudes, skills, strengths and weaknesses is provided. --The student has related the previously mentioned areas to a leadership approach or approaches.	80%
Style: The language used is appropriate and references course terminology.	20%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%

Midterm Exam: An exam will be given to students at the midway point of the semester which covers all of the material covered in the readings and classes so far.

Assessment breakdown

Assessed area	Percentage
Comprehension and application of course material	100%

Final Exam: A final, comprehensive exam will be given on the last day of class.

Assessment breakdown

Assessed area	Percentage
Comprehension and application of course material	100%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

Course specific requirements

There are no special requirements or deviations from AAU policies for this course.