UNIVERSITY OF TEXAS AT TYLER

STRATEGIC LEADERSHIP

COURSE: MANA 5345, Summer 2019 (Online Class)

DURATION: Start Date: 05/10/2019
                   End Date: 06/24/2019

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TEXTBOOK: Northouse, P. G. (2015). (7th ed.) Leadership: Theory and Practice. Thousand
                   Oaks: CA: Sage Publications. ISBN: 9781483317533 or newer additions
                   Discussion articles/videos and other supplemental readings will be posted on
                   Canvas.

COURSE OVERVIEW AND OBJECTIVES:

The goal of the course is to develop your conceptual and practical competence for organizational leadership roles. By the end of the course you will have been exposed to many management ideas, theories and applications. You will:

1. Understand the role of a leader in the organization, challenges and opportunities associated with this role.
2. Learn what motivates leaders as well as which motivation strategies leaders can utilize to become effective.
3. Compare and contrast different leadership styles and their applicability to different organizational contexts and situations.
4. Understand the contributions of teams, how values play an important role in teams, manage conflict and learn to evaluate your team members.
5. Demonstrate the ability to apply administrative and management concepts in a healthcare environment.
6. Identify a current healthcare issue, investigate and evaluate potential solutions to the issue and present the best solution in a persuasive speech.

The course incorporates a dual focus on: a) strong analytical fundamentals (i.e., theoretical knowledge from leadership research) and b) practical application of leadership theory to organizational situations.

The content of the course and the assignments will draw upon 1) cutting-edge research from management and other disciplines; 2) business cases and videos; and 3) your personal experiences.

The course will last ONLY 6 weeks. The course content is presented in Weekly folders (e.g., Week 1, Week 2 etc.), with each folder containing the content to be covered in that week. Class content/assignments will include the following: 1) power point slides, 2) article(s)/videos; 3) 2 Discussion Board Assignments (DBAs); 4) 3 article/video reflections; 5) "5 multiple-choice quizzes and 6) the final project (persuasive speech). The Course Calendar presented below contains the detailed schedule of the course with the due dates for each assignment. Here is a brief description of what each type of course activity constitutes:

Power Point Slides. Power point slides will be posted for each chapter covered in the course. Slides should be used as a supplement to and not a substitution of the textbook.

Articles/Videos. Every week, in addition to your textbook chapters, you will need to read an article(s) and watch video(s) on the topics covered during that week. The articles will be posted on Canvas in the corresponding weekly folders. The links to the videos for each week are provided in weekly syllabus content below.

Discussion Board Assignments (DBAs). There will be 2 DBA during the course. DBAs will be based on the chapter(s) covered during the corresponding week and/or article/video posted on Blackboard. Each DBA will require 2 posts (300-400 words each): a response to my question as well as a response to another (only one) student's post of your choice. Each DBA post will require 2 citations: one internal citation (information from your textbook) and one external citation (information from a business article published in a reputable business magazine, newspaper or journal). <u>Totally, you will need 4 citations per each DBA</u>. You CAN use the articles posted on Canvas as your external citations. Alternatively, you can find any other articles from reputable business sources and cite them in your posts.

It is critical to follow the APA style in writing. Also, I will subtract points for sloppy writing that contains grammatical and/or stylistic errors.

Grading Criteria for DBAs:

CRITERIA/POINTS	0 Point (Failure)	1 Point	2 Points	3 Points	4 Points (Excellent)
Timeliness of posts	No posts or posts after the deadline	Posts had been posted within several hours before they were due.			Posts had been posted at least 24 hours before they were due.
Total number of posts per DBA	0 (no posts are made)		1 (only one post is made; either a response to Professor's		2 (both posts are made; a response to Professor's question and to another student's post)

			question or to another student's post)
Total Number of "Internal" References (from Textbook)	0 (no "internal" references are used)	1 (only one reference to the book is used.)	2 (Both references are provided)
Total Number of "External" References (from other resources)	0 (no "external" references are used)	1 (only one reference to the book is used.)	2 (Both references are provided)
Compliance with APA format	No APA style was used in any of the postings.		Cited all "External" references using the APA format
Logical progression of post	Random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.	midpoint	Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Post (or reply) shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment.	midpoint	Post (or reply) clearly shows evidence of critical thinking and analysis to a substantial depth expected of a Master's Degree student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s).
Grammar	Spelling and grammar errors detract from the substance of the post or reply.	midpoint	There are no grammatical errors in the post; it is clearly written.

Article/Video Reflection. There will be a total of 3 article/video reactions required for submission. Article/video reaction will NOT require any citations and can be based on your opinion. If you want to cite any sources that is certainly allowed but is not required. The goal of article/video reaction assignment is to get exposed to cutting-edge research and practice in leadership and be able to analyze and comment on those practices by linking them to the theory covered in the course and personal experiences. For each reflection assignment, I will post questions that will help you structure your reflection. You can incorporate your personal experience where appropriate.

Quizzes. There will be 5 quizzes in the course. They will cover the required reading material (textbook, power point slides, and/or readings) for a corresponding week. Each quiz will consist of 15 one-point multiple-choice questions. You can take a quiz at any time before its deadline; the time you can spend on a quiz (once started) is unlimited. However, once you started the quiz you should complete it because there will be no option to exit it and return to it. I WILL NOT BE ABLE TO REOPEN A QUIZ FOR YOU AND YOU WILL LOSE POINTS.

Final Project (Persuasive Speech). This is the end-of-the-course individual project. You will need to do the following:

1. Identify a key issue in the U.S. healthcare system that requires you (as a current or emerging leader) to make critical decisions about it. For some examples of healthcare issues, see the Forbes article "The Five Biggest Problems in Health Care Today" at http://www.forbes.com/sites/leahbinder/2013/02/21/the-five-biggest-problems-in-health-care-today/. Select ONE issue that you would like to address in your persuasive speech (the issues are NOT limited to the ones in the Forbes article and can include any other issues you may think of). The topic of healthcare is selected because it is something that all of us are well familiar with (at least as a user). That's why if you are not majoring in Healthcare management, think of a healthcare issue from a point of view of a user/patient.

2. Do some research on the selected issue to determine its scope, current and future consequences, and potential (realistic) solutions.

3. As a leader, take a position on the issue and defend your decision in light of your leadership philosophy. Prepare a persuasive speech in which you would need to a) explain the severity of the issue and its current (or potential) consequences, b) propose ONE [due to time constraints] way of addressing the issue, and c) justify your choice of the solution. In your suggestions/speech follow a specific leadership style (or a combination of them). Make sure you very well understand the selected styles and employ characteristics/strategies associated with those styles in your speech (e.g., if you rely on transformational leadership make sure you very well communicate the ways how you encourage, inspire and motivate employees to innovate and create change etc.).

4. Record a **5-10 minute** video of your speech [videos that exceed 10 minutes will result in loss of points]. Use visual aids of your choice (power point, videos, graphics, etc.). Be as creative as you can. Adhere to a leadership style(s) that will work best for you and the situation. Use motivational techniques that will help you convince others in your rightness. **The main goal of your speech** is to be persuasive and convince the audience that the problem you selected is critical and warrants immediate attention and your proposal is the right one to implement. **The main goal of this project** is to apply the leadership theories learned in class to practice effective leadership skills to be able to influence others without relying on formal power and authority, but utilizing your social capital, expertise and ability to grasp the entirety of the complex situation.

5. To ensure the compatibility of videos with Canvas and to avoid any other technical issues, **you must use ZOOM to record your videos**. It is a very easy and straightforward application. As a UT Tyler student, you have FREE access to Zoom (use your UT Tyler email and password to log on to your Zoom account). Detailed instructions on how to use ZOOM are provided on Canvas in Week 6.

6. While Zoom is suggested for video recording, you are free to use any other program to prepare your video. However, you will be responsible yourself (no instructions will be given) for completing your recording as well as addressing any technical issues, if any.

7. You will need to submit your video on Canvas in two places:

1) first, submit it under the assignment "Final Project_Persuasive Video" (this is for my grading and feedback).

2) second, go to your group and upload your video file (or the YouTube link to it – your choice) under File Exchange. This is for your video to be watched and evaluated by your group members for the Best Group Video.

I have also created a Discussion Board ("Persuasive Speech_Post the links to your videos here") where you can post links to your videos.

If you do not download your video under File Exchange (OR post your video link on the above discussion board), you will receive 20% of your Final Video project grade and your video will NOT be included in the voting for the Best Group Video.

8. You will also need to watch ALL group members' videos and 1) evaluate them in line with the evaluation criteria as well as 2) select the best speech (except for your own video) and submit it on Canvas. Your evaluations will be NOT be seen by ANY of your group members. **The person with the most number of votes in a group will receive 2 extra points towards the final course grade.**

Final Project (Persuasive Speech) Rating Criteria

Criteria/Scale	Very Poor 1 -2	Poor 3-4	Moderate 5-6	Good 7-8	Very Good 9-10
1. FOCUS The clarity with which a speech presents a clear main idea, point of view, and conclusion.					
2. SUPPORT/ELABORATION The degree to which the main point is elaborated and explained by detailed and reasons.					
3. ORGANIZATION The clarity of the logical flow of the ideas and the explicitness of the structure of the presentation.					
4. CONVENTIONS The use of Standard English when speaking.					
5. VOCAL EXPRESSIONS **Clarity** – the extent to which it is clear, well-modulate, properly paced. **Expressiveness** – using the voice to create a mood when speaking.					
6. TIME **Five** minutes minimum, **ten** minutes maximum					
7. PHYSICAL EXPRESSIONS Use of movements and facial expression appropriate to the situation.					
8. INTEGRATION Combines all the elements of the speech and indicates the student's overall speaking ability.					
9. VISUAL AIDS Uses effective and creative visual aids.					
10. CLEAR and EFFECTIVE LEADERSHIP STYLE(S) Relies on a specific leadership style (or a couple of them) when delivering solutions; uses essential characteristics of the selected styles in the presentation's content and delivery.					
TOTAL SCORE	/100				

GRADE DISTRIBUTION:

Course Activity	Quantity	Individual/Group	Grade Value
Discussion Board Assignments (DBAs)	2	Individual (but will need to read and respond to your group members' posts)	20%
Quizzes	5	Individual	35%
Article/Video Reflection	3	Individual	20%
Final Project (Persuasive speech)	1	Individual	25%
Extra Points (Best Persuasive Speech), to be added to the final grade		Individual (but will be determined by group members' votes)	2 points
TOTAL:			**102%**

Scale for final letter: A (90-100); B (80-89); C (70-79); D (60-69); and F (Below 60).

TECHNICAL SUPPORT:

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT Support, include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit Distance Education FAQs for helpful information.

GENERAL UT TYLER COURSE POLICIES:

See below or access at http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf

IMPORTANT DATES:

Census date: May 15, 2019
Last day to withdraw from classes: June 7, 2019

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

DISABILITY SERVICES

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with

learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

INTRODUCTION TO LEADERSHIP/MAIN LEADERSHIP APPROACHES

WEEK 1: May 10 – May 19

Required Readings/Videos:

Textbook chapters:
- Ch. 1. Introduction; Ch. 2. Trait Approach; Ch. 3. Skills Approach

Articles (posted on Blackboard)**:**
- **Article 1**: Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review*, 81(11), 54-63.
- **Article 2**: Rooke, D., & Torbert, W. R. (2005). Seven Transformations of Leadership. *Harvard Business Review*, 83, 41-57. (There is more than 1 article in this issue. Read only the article by Rooke & Torbert)

Videos:
- A Definition of Leadership: https://www.youtube.com/watch?v=-N-hZyjqE1I&
- Leadership Point of View: https://www.youtube.com/watch?v=DZni2_j15PY&feature=fvwrel
- Think: A Forum on the Future of Leadership: https://www.youtube.com/watch?v=YjMTx4b6bLw
- The Great Man Theory: https://www.youtube.com/watch?v=Aebu-Sntq08

Assignments (**all submissions for Week 1 are due by 11:59 p.m. Central Time on Sunday, May 19**):
- Article/Video Reflection 1
- Quiz 1

Figure 1.1   The Different Views of Leadership
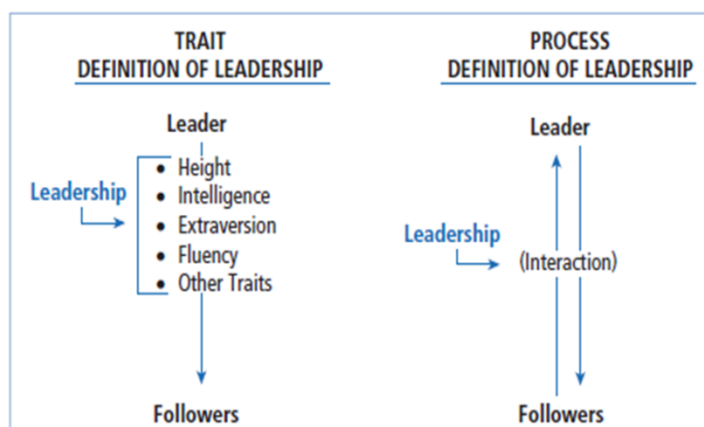
SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

MAIN LEADERSHIP APPROACHES/LEADERSHIP THEORIES

WEEK 2: May 20 – May 26

Required Readings/Videos:

Textbook chapters:
- Ch. 4. Behavioral Approach; Ch. 5. Situational Approach; Ch. 6. Path-Goal Theory

Articles (posted on Blackboard):
- **Article 1**: Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90.
- **Article 2**: Mayo, A. J., & Nohria, N. (2005). Zeitgeist leadership. Harvard Business Review, 83(10), 45-60.
- **Article 3**: Trastek, V. F., Hamilton, N. W., Niles, E. E. (2014). Leadership models in health care: A case for servant leadership. *Mayo Clinic Proceedings*, 89(3), 374–381.

Videos:
- Leadership Styles: https://www.youtube.com/watch?v=DMuawiTn26Q
- Situational Leadership: https://www.youtube.com/watch?v=M1uyU3YSqes
- Situational Leadership in Practice: http://www.ted.com/talks/tim_ferriss_smash_fear_learn_anything
- Path-Goal Theory: https://www.youtube.com/watch?v=rHRlKAp-BgQ

Assignments (all submissions for Week 2 are due by 11:59 p.m. Central Time on Sunday, May 26):
- DBA 1
- Quiz 2

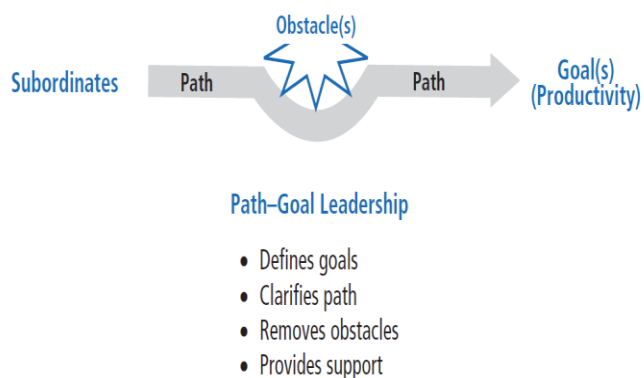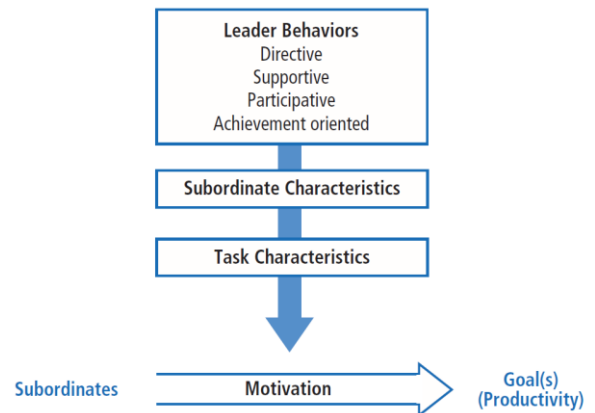**Figure 6.1** The Basic Idea Behind Path–Goal Theory

Figure 6.2 Major Components of Path–Goal Theory

LEADER-MEMBER EXCHANGE THEORY/LEADERSHIP STYLES

WEEK 3: May 27 – June 2

Required Readings/Videos:

Textbook chapters:
- Ch. 7. Leader-Member Exchange Theory; Ch. 8. Transformational Leadership; Ch. 9. Authentic Leadership

Articles (posted on Blackboard):
- **Article 1**: Pearce, C. L., & Barkus, B. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *The Academy of Management Executive*, 18(1), 47-59.
- **Article 2**: George, B., Sims, P., & McLean, A. (2007). Discovering your authentic leadership. *Harvard Business Review*, 129-138.

Videos:
- Leader-Member Exchange Theory: Simple Explanation: https://www.youtube.com/watch?v=bikcpF38goQ
- Leadership and Followership: What Tango Teaches Us About These Roles in Life: https://www.youtube.com/watch?v=Cswrnc1dggg&feature=youtu.be&t=29s
- The Crucial Skills for Tomorrow Leaders: https://www.youtube.com/watch?v=kb2PI0LaxGE

Assignments (all submissions for Week 3 are due by 11:59 p.m. Central Time on Sunday, June 2):
- Article/Video Reflection 2
- Quiz 3

Figure 7.1 Dimensions of Leadership
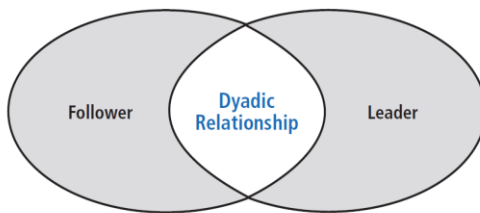
SOURCE: Reprinted from *Leadership Quarterly, 6*(2), G. B. Graen & M. Uhl-Bien, "Relationship-Based Approach to Leadership: Development of Leader–Member Exchange (LMX) Theory of Leadership Over 25 Years: Applying a Multi-Level, Multi-Domain Perspective" (pp. 219–247), Copyright © 1995, with permission from Elsevier.

NOTE: LMX theory was first described 28 years ago in the works of Dansereau, Graen, and Haga (1975), Graen (1976), and Graen and Cashman (1975). Since it first appeared, it has undergone several revisions, and it continues to be of interest to researchers who study the leadership process.

Figure 7.3 Vertical Dyads
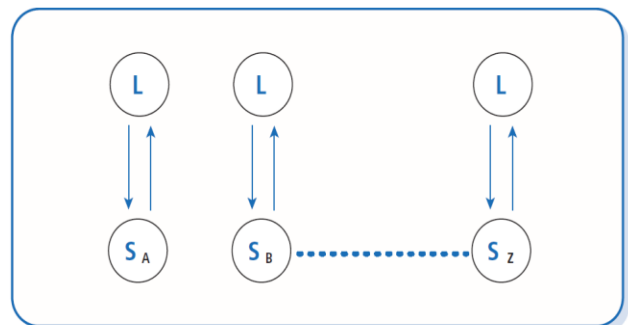
NOTE: The leader (L) forms special relationships with all of his or her followers (F). Each of these relationships is special and has its own unique characteristics.

LEADERSHIP STYLES

WEEK 4: June 3 – June 9

Required Readings/Videos:

Textbook chapters:
- Ch. 10. Servant Leadership; Ch. 11. Adaptive Leadership; Ch.12. Psychodynamic Approach.

Articles (posted on Blackboard)**:**
- **Article 1**: Useem, M. (2010). Four lessons in adaptive leadership. *Harvard Business Review*, 88(11), 86-90.
- **Article 2**: Stone, A. G., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *The Leadership & Organization Development Journal*, 25(4), 349-361.

Videos:
- Southwest Airlines' Colleen Barrett on 'Servant Leadership: https://www.youtube.com/watch?v=6TgR95vnM0c
- Emotional Intelligence: https://www.youtube.com/watch?v=HA15YZlF_kM

Assignments (all submissions for Week 4 are due by 11:59 p.m. Central Time on Sunday, June 9):
- DBA 2
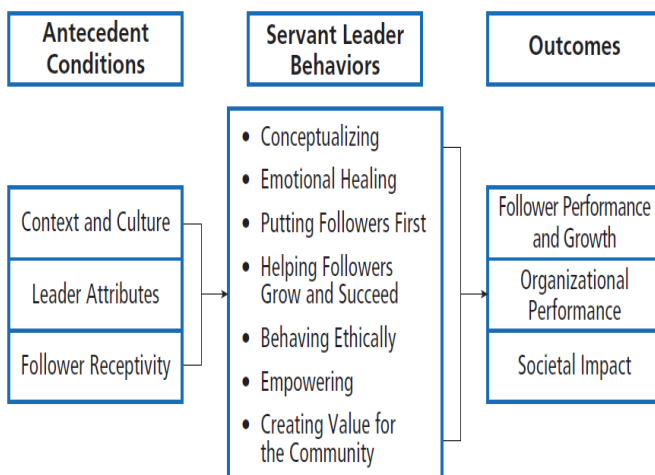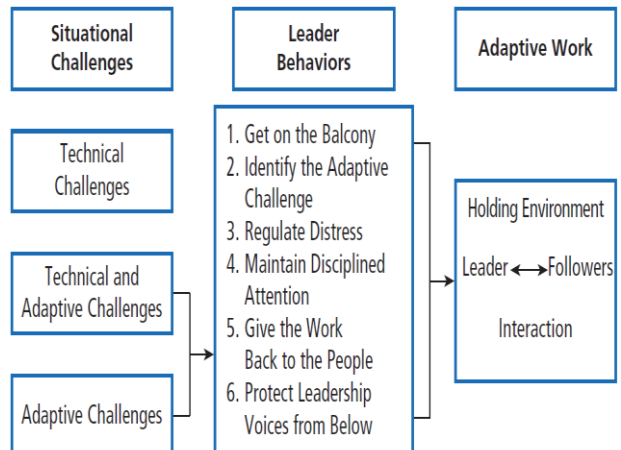- Quiz 4

Figure 10.1 Model of Servant Leadership

Figure 11.1 Model of Adaptive Leadership

LEADERSHIP ETHICS/TEAM LEADERSHIP

WEEK 5: June 10 – June 16

Required Readings/Videos:

Textbook chapters:
- Ch. 13. Leadership Ethics; Ch. 14. Team Leadership

Articles (posted on Blackboard)**:**
- **Article 1**: Treviño, L. K., & Brown, M. E. (2004). Managing to be ethical: Debunking five business ethics myths. *Academy of Management Executive*, *18*(2), 69-81.
- **Article 2**: Edmondson, A. (2012). Teamwork on the fly. *Harvard Business Review*, 90(4), 72–80.

Videos:
- Leading the Way: How Honesty & Integrity Drive Long-Term Growth: https://www.youtube.com/watch?v=-eSuGwu2ejE
- Patrick Lencioni : The Four Traits of Healthy Teams: https://www.youtube.com/watch?v=1KxJop0A0vA

Assignments (all submissions for Week 5 are due by 11:59 p.m. Central Time on Sunday, June 16):
- Article/Video Reflection 3
- Quiz 5

Table 13.2 Domains of Ethical Theories

Conduct	Character
Consequences (teleological theories)	Virtue-based theories
• Ethical egoism	
• Utilitarianism	
Duty (deontological theories)	

Table 14.1 Comparison of Theory and Research Criteria of Team Effectiveness

Enabling Conditions of Group Effectiveness (Hackman, 2012)	Characteristics of Team Excellence (Larson & LaFasto, 1989)
Compelling purpose	Clear, elevating goal
	Results-driven structure
Right people	Competent team members
Real team	Unified commitment
	Collaborative climate
Clear norms of conduct	Standards of excellence
Supportive organizational context	External support and recognition
Team-focused coaching	Principled leadership

GENDER IN LEADERSHIP/ CULTURE IN LEADERSHIP

WEEK 6: June 17 – June 21

📖 **Required Readings/Videos:**

Textbook chapters:
- Ch. 15. Gender and Leadership; Ch. 16. Culture and Leadership

Articles (posted on Blackboard):
- **Article 1**: Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85(9), 63-71.
- **Article 2**: Hofstede, G. (1993). Cultural constraints in management theories. *Academy of Management Executive*, 7(1), 81-94.

Videos:
- Sheryl Sandberg: Why we have too few women leaders:
  http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders
- Globalization: https://www.youtube.com/watch?v=3oTLyPPrZE4

📋 **Assignments** (**the final project (Persuasive Speech) submissions are due by 11:59 p.m. Central Time on Friday, June 21**):
- Final Video Project "Persuasive Speech" (For video recording instructions, go Week 6 => "Instructions how to record a video in Zoom"

Figure 16.1 Country Clusters According to GLOBE
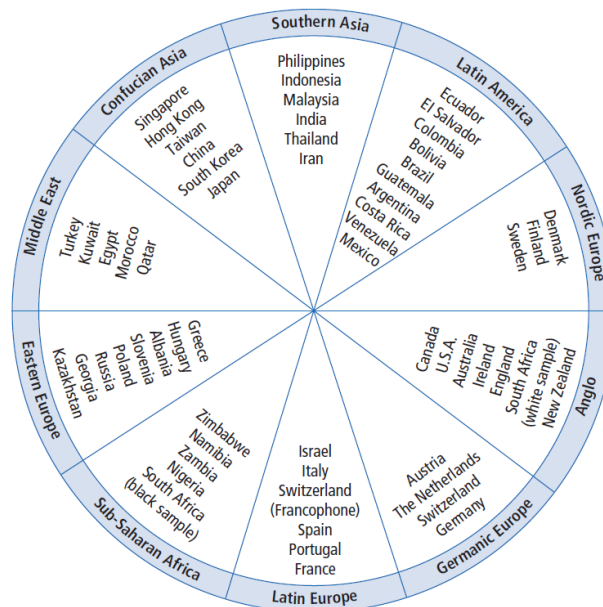
Dr. Astakhova's information:

Hi All,

I am Professor Astakhova and will be teaching your HRM class this semester. I am originally from Russia but I have lived in Ohio for 7 years. I received both my MBA in Finance and PhD in Human Resources Management and Statistics from Kent State University, Ohio. I also have my BA and MA in Education earned from Volgograd Pedagogical University, Volgograd, Russia.

In Russia, I worked with TACIS, the program sponsored by the European Union, where I assisted local entrepreneurs with business plan writing and evaluation. In the United Stated, I worked as and HRM specialist at Goodyear Tire & Rubber Company as well as did a number of consulting projects for different U.S. organizations. I have also spent 10+ years in the educational field teaching at the University level both in the US and abroad.

I also stay current in HRM and Organizational Behavior research. I regularly publish in reputable HR and organizational behavior journals and present at the leading management and industrial psychology conferences. My research interests include the issues of fit between an individual and the organization, job, team and the supervisor, as well as questions related to harmonious and obsessive work passion.

I moved to Texas less than five years ago! So I am getting used to the life here and trying hard to become a real Texan. I have already learned how to say "How y'all doin'!", though, with the Russian accent :-). I will be very interested in learning more about Texas from those of you who are locals!

I love studying languages and speak Russian, English, and German! I also like travelling and have visited 27 countries and half of the States in the U.S..

And I am terribly afraid of snakes!!!