Leadership in Organizations
Department of Psychology
Psychology 739.15
Fall 2006

Lecture Day/Time: T,R 5:00 – 6:30 pm  Location: TBA
Instructor: Dr. Wayne Ormond, Ph.D.  Office: TBA
Phone: TBA  E-mail: weormond@ucalgary.ca
Office Hours: by appointment

Course Description and Goals:

To truly understand organizations, you must first understand organizational leadership. This course is designed to introduce students to the voluminous research and literature on leadership in organizations through critical review and active discussion of various leadership perspectives. Over the semester, we will pay particular attention to a selection of influential leadership perspectives including transformational & transactional leadership theory, leadership emergence, and leadership substitutes theory. We will address the meaning of leadership through the review and discussion of a number of relevant measurement tools. We will look at the practice of leadership development in organizations from both a systems and individual-level perspective. Finally, we explore a number of current and anticipated trends and issues in both the theory and practice of organizational leadership and leadership development. Specifically, the learning goals of this course include:

1. Understanding various leadership theories and perspectives - this includes the application of theory to current and historical case study.

2. Basic understanding of measurement/test qualities (e.g., validity and reliability) and applying this understanding in the context of the meaning and measurement of leadership theory and leadership development.

3. Understanding some of the critical issues related to the training and development of leadership in organizations from both an individual and systems-level perspective.

4. Understanding the context and implications of some of the current and future trends in leadership research and application.

5. Being able to critically evaluate leadership research.
Required Text:

There is no text required for this course.

Readings:

Weeks 1 & 2: Introduction to Leadership in Organizations


Optional:


Weeks 3& 4: Transformational, Transactional and Charismatic Leadership


Weeks 5 & 6: Emergent Leadership and Leadership Substitutes


**Optional:**


**Weeks 7 & 8: The Meaning and Measurement of Leadership**


**Weeks 9 & 10: Leadership Development**


**Optional:**

Weeks 11 & 12: Current and Future Issues in Leadership


**Evaluation:**

Students will be assessed on both their written and oral performance on class assignments, presentations and exercises. Specifically, students will be graded on their performance as part of their class presentations. Students will also be asked to hand in a short applied paper (see below). Finally, students will be graded on a comprehensive final exam. This final exam will assess students application of leadership knowledge gained in the class in long-answer format. The distribution of grades is as follows:

<table>
<thead>
<tr>
<th>Assignment/Exam</th>
<th>Percentage Value</th>
<th>Date</th>
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<tbody>
<tr>
<td>Class Presentation/Discussion</td>
<td>33%</td>
<td>As assigned</td>
</tr>
<tr>
<td>Applied Paper</td>
<td>33%</td>
<td>Due December 7</td>
</tr>
<tr>
<td>Final Exam</td>
<td>34%</td>
<td>December 14</td>
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**Class Presentation/Discussion:** Each student will sign-up to present and lead the discussion for at least one (and up to two) class topic(s). Students may work together in pairs on a single topic if desired. However, to facilitate individual grading, each student will be asked to present/lead for at least one (and up to two) class(es). In their presentations or discussions, students will also be expected to present papers or articles outside of assigned class readings. It may also include interactive exercises, demonstrations, videos and/or additional materials/tools.

Students will be individually assessed on the organization of their presentation/discussion, comprehensiveness, thoughtfulness, ability to answer and pose questions, relevance and application to current issues and/or workplace practices. Additional information will be provided in class.
What is the applied paper? The applied paper will be a short paper (maximum: 10 pages, double-spaced not including references) that critically applies any leadership theory discussed in class to a practical, real-life work situation. A good applied paper would point out the strengths and weaknesses of a particular leadership theory and apply that theory to a personal working experience or other real-life example or scenario. The experience would then be critically evaluated in the context of the particular theory selected and recommendations would be provided as suggestions to improve the leadership practice in general or in a particular organization. Students are encouraged to include additional references or readings outside of class and juxtapose competing theories and perspectives within the paper. Papers are evaluated on clarity and originality of thought, understanding of the particular leadership theory, logical application of the theory, and the specific, value-added nature of their recommendations to leadership development or business practices. Papers should be in APA format. Students may write on the same topic as their presentation(s). Additional information will be provided in class.

Electronic submission of assignments/exam papers: Papers should be handed in either in class or into the green box outside Admin 275. E-mailed assignments are NOT acceptable. In the event that you must submit an assignment electronically, I will use the date I receive the assignment in my mailbox to determine the late penalty (if any) but will only grade the assignment once I receive a hardcopy. No hardcopy, no grade. It is your responsibility to ensure that I receive all assignments/exam papers. Late assignments will be assessed a penalty. Early assignments may be handed in to the same locations as late assignments (but will of course not be assessed a late penalty).

Lecture Schedule:

<table>
<thead>
<tr>
<th>Class Date(s)</th>
<th>Topic</th>
<th>Assigned Readings</th>
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</table>
| **Weeks 1 & 2:** Sept. 12 - 21 | • Course Introduction  
• Review of current events in organizational leadership  
• Building a personal model of leadership  
• Assignment of topic leads  
• Introduction to leadership theory and practice | • Readings 1 - 4 |
| **Weeks 3 & 4:** Sept. 26 to Oct. 5 | • Focus on Transformational, Transactional, and Charismatic Leadership  
• Presentations 1 & 2 | • Readings 5 - 8 |
| **Weeks 5 & 6:** Oct. 10 to 19 | • Emergent Leadership and Leadership Substitutes Theory  
• Presentations 3 & 4 | • Readings 9 - 12 |
| **Weeks 7 & 8:** Oct. 31 to Nov. 9 | • The Meaning and Measurement of Leadership  
• Guest Speaker (tentative)  
• Presentations 5 & 6 | • Readings 13 - 16 |
Weeks 9 & 10: Nov. 16 to 23
Note: November 14 – no classes
• Leadership Development
• Presentations 7 (& 8)
• Readings 17 - 20

Weeks 11 & 12: Nov. 28 to Dec. 7
• Current and Future Issues in Leadership
• Ethical Leadership Case Study
• Revisiting personal leadership model
• Guest Speaker (tentative)
• Applied Paper Due (Dec. 7)
• Discussion of Final
• Course Wrap-up/Evaluation
• Readings 21 - 24

Week 13: Dec. 14
Final Exam
Based on all assigned readings

* This schedule is subject to change. Students will be notified, in advance, of any changes.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-95%</td>
</tr>
<tr>
<td>A-</td>
<td>85-89%</td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
</tr>
<tr>
<td>B</td>
<td>76-79%</td>
</tr>
<tr>
<td>B-</td>
<td>72-75%</td>
</tr>
<tr>
<td>C+</td>
<td>67-71%</td>
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<tr>
<td>C</td>
<td>63-66%</td>
</tr>
<tr>
<td>C-</td>
<td>59-62%</td>
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<tr>
<td>D+</td>
<td>54-58%</td>
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<tr>
<td>D</td>
<td>50-53%</td>
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<tr>
<td>F</td>
<td>0-49%</td>
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University of Calgary Curriculum Objectives:

The following University of Calgary Core Competencies will be addressed in this class:

• critical and creative thinking
• analysis of problems
• effective written communication
• gathering and organizing information
• abstract reasoning and its applications
• insight and intuition in generating knowledge
• interpretive and assessment skills

This will be done by including the following Curriculum Redesign Features as outlined by the University:

• a defined interdisciplinary component
• an experiential learning component relevant to the program objectives
• provision of broad and extended faculty-student interaction at the program level
• integration of research

IMPORTANT: A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded shall discuss the work with the instructor within fifteen days of
being notified about the mark or of the items' return to the class. No reappraisal is permitted after the fifteen-day period. The lecturer must approve any tape recordings of lectures.

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

- The last day to drop this course and **still receive a fee refund** is September 22, 2006.
- The last day to withdraw from this course is December 8, 2006.