

DEVELOPING LEADERSHIP & MANAGEMENT SKILLS

HRM 3440 A, FALL 2022
THURSDAYS 2:30 -5:30 P.M., ROOM CLH-C

PROFESSOR SOOSAN D. LATHAM: SOOSAND@YORKU.CA

TEXTBOOK: Northouse, P. G. (2021) Introduction to Leadership: Concepts and Practice (5th ed.). Thousand Oaks, CA: SAGE

EVALUATION OVERVIEW

| | |
|----------------------------------|-----|
| Group Presentation | 25% |
| Mid Term | 20% |
| Case Discussions & Participation | 15% |
| Profile Paper | 20% |
| Final Exam | 20% |

All final grades will be reviewed by the School of Human Resources Management and the School reserves the right to modify them in order to maintain high standards.

COURSE DESCRIPTION

This course is designed to provide an understanding on what it means to be an effective leader and a skilled manager. We will examine requisites to effective leadership such as personality traits, nature and styles of leadership, visionary perspectives, organizational climates, ethics of leadership as well as how to overcome obstacles . Grounded in theory, course content and discussion emphasis are on developing practical leadership self-awareness, and understanding interpersonal competencies within the context of dynamic organizational complexities. This is a highly interactive and thought-provoking course drawing on student experiences, external leadership profiles, and the current social and economic environment.

Students are required to prepare for class discussions by reviewing the assigned chapters and posted articles and to familiarize themselves with the relevant theories. In addition, students are expected to complete chapter self-assessments Questionnaires, Observational Exercises, and to engage in reflection using the Reflection and Action Worksheets. These activities are designed not only to facilitate class discussion but also to enable students to give meaning to concepts of leadership and management within the

context of their own life.

By completing the course and related activities, the students will be able to:

- *Through self-assessment questionnaires, gain an awareness of their own leadership philosophy, traits, skills, and behaviors.*
- *Through reflection and action activities, develop an understanding and appreciation for the unique dimensions of their personal style, their strengths and weakness, and ways to improve what they do as managers and leaders.*
- *Through discussion of shared experiences, expand their understanding of the fundamental way leadership is practiced in the North American context.*

PLEASE NOTE: Attendance in all classes is a pre-requisite for learning in this course. If you are not able to attend the first two classes, or anticipate missing more than two classes due to personal schedule, you are strongly encouraged not to take this course. Absence from classes and group discussions throughout the term will adversely affect participation grade and group performance.

COURSE ASSIGNMENTS

Leadership Profile: 20%

Students are expected to keep a learning journal throughout the term. The journal entries should include critical qualitative reflection on topics discussed in class as well as personal insights gained from activities such as the assessments, observational exercises, or personal/professional experiences. The paper draws on course theories and concepts as well as personal reflections, and must include:

- a) A statement of personal or professional vision,
- b) A critical evaluation of personal strengths and challenges based on questionnaire results, feedback from others, as well as examples of practical experiences
- c) Statement of short-term learning and long-term performance goals
- d) A personal development plan consisting of skills, knowledge, and abilities required to become an effective leader and manager

The paper, **five page, double space, font 12** will be evaluated based on:

- a. Understanding and application of relevant theories to explain practice
- b. Coherent expression of strengths and challenges that is evident of journal reflections throughout the course

- c. Comprehensive development plan with individual action items consistent with vision statement and goals
- d. Effective and clear use of the English language.

Group Project: 25 %

Students will be assigned to a group and tasked with working together throughout the term. Specifically, the group will a) select a current leadership topic within a social, organizational or political environment, b) conduct research to identify relevant theories, c) provide real life example of a leader that demonstrates the challenge and/or effective leadership practice, and d) design and deliver a 30-minute presentation on their selected topic.

The objectives for this activity are to:

- a. Expand understanding of leadership within the current environment
- b. Develop interpersonal experience working within diverse groups
- c. Develop communication and presentation skills
- d. Contribute to class learning by generating new knowledge.

Group evaluation grade will be based on:

- a) Group members' individual knowledge of the topic
- b) Contribution to theoretical learning beyond assigned chapters
- b) Demonstration of collaboration and teamwork
- c) Student engagement, communication and creativity

Participation and Case Discussion: 15%.

Students will be evaluated individually on their active participation in class discussions, case analysis, sharing of ideas based on professional and personal experiences, asking relevant and value adding questions, and general contribution to the learning and development of peers.

Mid Term Exam 20%

The exam will comprise a series of questions based on theories and concepts covered in chapters 1 through 8, as well as material covered in class.

Final Exam: 20%

The exam will be a response to a specific question, written in essay format.

COURSE SCHEDULE (subject to change)

| Session Dates | Assignments | Topic | Activity |
|----------------------|---------------------|--|--|
| September 8 | Chapter 1 | Course Overview Understanding Leadership | Group Work |
| September 15 | Chapter 2 | Personality Traits in Practice | Case Study: The Three Bs |
| September 22 | Chapter 3/4 | Leadership Styles, Tasks, Philosophy & Relationships | Case Study: Several Different Styles |
| September 29 | Chapter 5/6 | Developing Skills and Engaging Strengths | Case Study: Give me Shelter Case Study: The Strength to Stand Out |
| October 6 | Chapter 7/8 | Creating a Vision, Establishing Climate | Case Study: A Clean Slate |
| October 13 | Reading Week | | |
| October 20 | Mid Term | | |
| October 27 | Chapter 9 | Embracing Diversity & Inclusion | Presentation 1: A Journal Article on Inclusive Leadership Presentation 2: Diversity and Challenge of Leadership |
| November 3 | Chapter 10 | Leading Teams & Outgroups | Presentation 3: A Journal Article on Virtual Teams Presentation 4: Social and Political Outgroups |
| November 10 | Chapter 11/13 | Managing Conflict & Overcoming Obstacles | Presentation 5: Journal Article on Women and Leadership Presentation 6: Women and Conflict |
| November 17 | Chapter 12 | Ethics in Leadership 12/14 | Presentation 7: Journal Article on What is Ethics Presentation 8: Destructive Leadership |
| November 24 | | Leading Change | PROFILE PAPER DUE Peer Feedback |
| December 1 | Final Exam | | |