

## Syllabus for the course “Leadership and Organization”

Approved  
MP Academic Council  
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Author	E. Kravchenko, PhD
Number of credits	4
Contact hours	56
Self study (hours)	96
Year of study	2
Format of the study	Without online courses

### I. GOAL, RESULTS AND PREREQUISITES OF THE COURSE

The purpose of this course is for students to learn about the main aspects of leadership with an emphasis on application aspects in organizations. The students will study various leadership theories, become familiar with the different instruments to evaluate leadership behavior, and understand leadership practice in organizational context.

The **main objectives** of the course are:

- 1) to introduce the main theories in leadership;
- 2) to develop an ability to use multiple frameworks for analysis of leadership behavior in organizations;
- 3) to acquaint students with different instruments of leadership assessment;
- 4) to understand issues and challenges facing leaders in today's organizations;
- 5) to develop students' abilities to present their ideas, analysis results, organize and participate in the scientific discussion.

**Methodical novelty** of the course:

Combination of lecture sessions (which are aimed to provide theoretical and methodological basics) with discussions, analysis of video fragments and case studies, and group work (which develop students' abilities to analyze and compare different approaches, justify their ideas, and participate in the scientific discussion) makes the course diverse and interesting for students.

Concentrated approach to course material and studying process. Each meeting is devoted to a specific topic and includes both a lecture and a seminar session on the same topic. The students should read the required articles before the class. This type of classes' organization leads to several consequences. Foremost, students come at lecture having a background knowledge that provides in turn a base for lecture information learning. Further, there is no a time gap between lecture and seminar, that reduces time for introduction part of seminar and allows to study more in depth.

**Intended learning outcomes:**

On completion of the course student will be able to:

1. Define leadership and distinguish it from management.
2. Describe leadership phenomenon according to different theories of leadership.
3. Analyse leadership behavior in organizations: from leading teams to crosscultural aspects of leadership behavior.
4. Develop basic plan for leadership development in organizational context.
5. Use different instruments of leadership assessment in organizations.
6. Deliver adequate solutions to the current challenges for leaders in modern organizations, also through applying good group working practices.
7. Explain and justify their leadership vision with integration of an appropriate literature, both in written and oral communications.

**Place of the course in the structure of the educational program**

The course design aims at dealing with extensive students' diversity in terms of both their initial backgrounds and future career tracks. In particular, highly interactive teaching methods and constructively aligned assessment criteria enable students very fast to establish a certain level of acquaintance of leadership issues in organizations irrespective their prior familiarity with organizational psychology. The course provides students with various backgrounds and interests with the chance to become interested in organizational psychology.

The discipline builds on the previously learned general theories within the courses:

- Cross-Cultural Psychology of Organizational Behavior;
- Workshop in Economic and Organizational Psychology;
- Social Psychology;
- Advanced Social Psychology;
- Social Influence.

Working language of the course is English (teaching and all communications).

## **II. COURSE CONTENTS**

### **Topic 1. Introduction and Overview**

Generation of student class expectations. Review of syllabus. Defining leadership. Different nature of leadership. Leadership vs. Management. Why is leadership necessary? Theories and models of leadership.

### **Topic 2. Trait Theories**

Development of trait approach. Big Five Personality factors. How does the trait approach work in organizations? Leader attributes and leader behavior.

### **Topic 3. Path-Goal Theory**

From leaders' trait to leaders' behaviors: Ohio State studies and university of Michigan studies. Path-Goal theory: basic propositions. How does this theory work in organizations? Strengths, criticism and application.

### **Topic 4. Leader-Member**

Exchange Vertical dyad linkage model of leadership. Early Studies. Later Studies. Leadership Making. LMX Questionnaire. Strengths and Criticisms.

### **Topic 5. Contingency Theory**

Importance of the situation. Fiedler's model and its implications. Improving leader effectiveness with leader match. Strengths and Criticisms.

### **Topic 6. Empowering Leadership**

Definition of empowering leadership. Empowerment and work motivation. Psychological mechanism and key elements of empowerment. Empowerment paradox.

### **Topic 7. Charismatic Leadership**

Definition and origins of charisma. Charismatic leaders' personality, behaviours, and their effects on followers. Key determinants of charisma. Charismatic leaders' techniques. Conger-Kanungo leadership model. Charismatic and transformational leadership.

### **Topic 8. Transformational Leadership**

Defining transactional and transformational leadership. Motivational mechanisms of transformational leadership. Bass's model of transformational leadership. Transformational leaders influence. Strengths, criticisms, and application of the approach.

### **Topic 9. Leadership in Organizations**

Assuming leadership roles: common challenges. Leadership and the managerial hierarchy: key abilities and skills across levels.

### **Topic 10. Leading Change**

Approaches to individual change. Models and approaches to organizational change. Leading change: avoiding resistances and promoting readiness to change. Kotter's eight step model.

### **Topic 11. Cultural Aspects of Leadership**

Leadership and national culture: what does national culture affect? The GLOBE study. Hofstede's value dimensions. Leadership style in Russia. Leaders' intercultural communication.

### **Topic 12. Leadership and Corporate Culture. Team Leadership.**

Leadership and Corporate Culture: ways of influencing. Team Leadership Model.

### **Topic 13. Gender & Leadership**

Perspectives on women in management. "Male" and "female" ways of leading. Gender and leadership effectiveness. The glass ceiling in Russia. Strengths and criticisms.

### **Topic 14. Leadership Skills Development**

Training and developing leaders: two perspectives. Self-efficacy and leadership development. Identity-based and team-based development. Systematic approach to leadership development. The main techniques of leadership development.

### **Topic 15. Tomorrow's Leaders**

Future researches of leadership and related problems.

## **III. GRADING**

The following forms for the current assessment are employed in order to correspond to the aims of the course and intended learning outcomes in particular:

*Attendance* – the grade for attendance of the classes. In case of being late to class for more than 10 minutes, your attendance will not be signed.

*Test* – after the Topic 8 the students should pass a test about the main leadership theories.

*Final essay* – written in English essay "Your leadership philosophy".

Knowledge should be assessed in 10-point scale, with rounding according to arithmetical rules (4,4 is rounded to 4, while 4,5 is rounded to 5). Grades on the following forms of knowledge assessment constitute the final grade:

*Gclass* – the grade for attendance of the classes. It is calculated as follows:  $(N \text{ of attended classes} / 14) * 10$ .

$G_{class} = G_{attendance}$

*NOTE:* there is no possibility to get *Gattendance* for missing classes

*Gtest* – the grade for the test

*Gexam* – the grade for the final essay

$G_{final} = 0,2 * G_{class} + 0,4 * G_{test} + 0,4 * G_{exam}$

Assessment criteria and grade determination are announced at the beginning of the course.

#### IV. EXAMPLES OF ASSESSMENT FACILITIES

The test consists of 30 questions and covers the class materials and recommended articles on Topics 1-8. Example of the test question is below:

*Differences between management and leadership include:*

- a. Leaders are emotionally involved, whereas managers have low emotional involvement;*
- b. Managers shape ideas, whereas leaders are reactive in solving problems;*
- c. Leaders are unidirectional influencers, whereas managers are multidirectional influencers;*
- d. Leaders are controlling, whereas managers are motivating.*

Criteria of evaluation:

- 30 – 28 correct answers = “10”
- 27 – 25 correct answers = “9”
- 24 – 22 correct answers = “8”
- 21 – 19 correct answers = “7”
- 18 – 16 correct answers = “6”
- 15 – 13 correct answers = “5”
- 12 – 10 correct answers = “4”
- 9 – 7 correct answers = “3”
- 6 – 4 correct answers = “2”
- 3 – 1 correct answers = “1”

As final exam students should write an essay. The task is: “Imagine that you are going to apply for a *senior management position* in one of the biggest *multinational companies*. One of the position application requirements is a statement on your leadership vision *in organizations*. What would you write?” Students should write this essay at home and submit it before the winter session week starts. The essay will examine students’ understanding of the main theories of leadership in organization (Topics 1-8) and their ability to apply practical aspects of leadership in organizations (Topics 9-15).

The essay should be type-written and submitted using LMS system before the deadline which will be announced at the first class of the course. This essay aims to express students’ position about different issues regarding leadership in organizations. In order to prepare for this assignment, students need to review in advance the class presentations and required articles. They need to synthesize the material and develop their own position regarding leadership in organizations. Essays should be a well-written paper with an introduction, body, and conclusion.

Formal requirements:

- it should be written in English
- not more than 1000 words
- any examples of leadership beyond organizational context are not allowed (for example, record of political leaders)
- direct mentioning of any leadership theories is not allowed (for example, you are not allowed to write *...according to the transformational leadership theory...*, or *...as contingency theory states...*)

Criteria of evaluation:

- Consistency and overall quality of how the main ideas are presented and synthesized – 20 points
- Compliance with formal requirements – 10 points
- Logical structure of essay – 10 points
- Knowledge of leadership theories – 20 points

- Generalization and practical application of leadership issues in organizational context – 40 points

## V. RESOURCES

### 1.Core literature

1. Awamleh, R., & Gardner, W. L. (1999). Perceptions of leader charisma and effectiveness: The effects of vision, content, delivery, and organizational performance. *Leadership Quarterly*, 10, 345–373.
2. Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471-482.
3. de Vries, M. F. K. (2000). A journey into the “Wild East”: Leadership style and organizational practices in Russia. *Organizational Dynamics*, 28, 67-81.
4. Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25, 36 – 62.
5. Judge, T. A., Bono, J. E., Illies, R., Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780.

### 2.Additional literature

1. Kotter, J.P. & Cohen Dan S. (2005). *The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization*. Boston: Harvard Business School Press
2. Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. N. (2002). Benefits of multiple roles for managerial women. *Academy of Management Journal*, 45, 369–386.
3. Strube, M. J., & Garcia, J. E. (1981). A meta-analytic investigation of Fiedler's contingency model of leadership effectiveness. *Psychological Bulletin*, 90, 307 – 321.

### 3.Software

№	Name	Access conditions
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>From the local network of HSE (agreement)</i>
2.	Microsoft Office Professional Plus 2010	<i>From the local network of HSE (agreement)</i>

### 4. Professional data base, informational referral systems, internet sources (electronic educational resources)

№	Name	Access conditions
<b>Professional data base, informational referral systems</b>		
1.	American Psychological Association (APA)	<i>From the local network of HSE (agreement)</i> <i>URL: <a href="https://www.apa.org/">https://www.apa.org/</a></i>

### 5.Material and technical support of the discipline

Classrooms for lectures on the discipline enable the use and demonstration of thematic illustrations that correspond with the program disciplines and includes:

- Personal computers with Internet access (operating system, office software, antivirus software);
- Multimedia projector with the remote control.

Classrooms for practical and laboratory classes of the discipline have the Internet access to the electronic informational and educational environment of the HSE.