

Fall, 2020

UNIVERSITY of
HOUSTON

C. T. BAUER COLLEGE of BUSINESS
Department of Management

COURSE INFORMATION

Leadership Development (MANA 7339-01; class # 22190)

<u>Instructor:</u>	Alan Witt
<u>Office:</u>	001 Heyne Building
<u>Office Phone:</u>	713-743-3253
<u>E-mail:</u>	yourinstructor@gmail.com
<u>Class Meetings:</u>	Tuesdays, 6-9pm
<u>Class Location:</u>	Via Zoom

Learning Outcomes:

Successful completion of the course is likely to enhance: (1) change management, influence-related competencies. (2) change management, process-related competencies, and (3) knowledge of the content areas of the leadership literature.

Performance Evaluation:

Final course grades are likely to be assigned consistent with performance on the following: (a) article PowerPoint presentations (200 points), (b) orally-delivered feedback of 360-degree feedback survey results to an in-class colleague/student (200 points), (c) written report of a self-assessment/individual development plan (IDP; 400 points), and (d) an end-of-course essay/exam (200 points). The grading scale is likely to be as follows: A (93.00% and above), A- (90.00-92.99%), B+ (87.00-89.99%), B (83.00-86.99%), B- (80.00-82.99%), C+ (77.00-79.99%), C (73.00-76.99%), C- (70.00-72.99%), D+ (67.00-69.99%), D (63.00-66.99%), D- (60.00-62.99%), and F (Below 60.00%).

Textbook:

Kouzes, J. & Posner, B. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. NY: Wiley. ISBN: 9781119278979

Materials:

Leadership Readings (readings list, most available from the library)

Essay/Exam:

The content of the end-of-course essay/exam is likely to include information featured in the assigned readings and material presented in lectures. It will be administered via email; 15 points will be deducted for every 10 minutes that the email response is received past the deadline (i.e., likely to be 8pm). However, if it is administered in class, please know that students arriving late and therefore unavailable to take the essay/exam may be assigned the grade of “I” (incomplete) and have the opportunity to experience a different essay/exam covering somewhat similar content scheduled at the discretion and convenience of the instructor. The opportunity to take a make-up essay/exam will only be afforded to students providing appropriate documentation (i.e., from representatives of a law enforcement or medical institution) regarding an unavoidable cause of the late arrival.

IDP:

The content and specific requirements of the IDP will be discussed in class. Students not participating in class when the project is discussed are encouraged to acquire the assignment information from a classmate. The IDP is to be: (1) 3-5 double-spaced pages in length (not including the title page and any reference pages) and feature 12-point Times New Roman Font, or (2) presented in PowerPoint.

Attendance and Communication Policies:

Roll will not be taken, and arrival in Zoom after the start of class is preferred over no arrival at all. Students who fail to submit the IDP via email prior to or on the scheduled date will receive the grade of zero on the project; deadline extensions will be neither considered nor available – no exceptions.

Academic Dishonesty:

The university’s academic honesty policy can be found at <http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>.

Students with Disabilities:

The Bauer College, in accordance with 504/ADA guidelines, is committed to providing reasonable academic accommodations to students who request them. Students seeking accommodation must register with the Center for Students with Disabilities (CSD) 713-743-5400 and present approved documentation to your instructors very early in the semester.

Sexual Misconduct Policy:

In accordance with the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which he becomes aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. More information can be found on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Counseling and Psychological Services:

Counseling and Psychological Services (CAPS)—www.uh.edu/caps—are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can

reach CAPS by calling 713-743-5454 during and after business hours for routine appointments, or if you or somebody you know is in crisis. The “Let’s Talk” program provides a drop-in consultation service at convenient locations and hours around campus.

<https://uh.edu/caps/outreach/lets-talk/index.php#hours>

Excused Absence Policy:

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class Meetings:

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Center for Students with Disabilities](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor’s recordings for their own studying and notetaking. Instructor’s recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes:

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible via email.

Resources for Online Learning:

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email:

Email communications related to this course will be sent to your [Exchange email account](#), which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Access UH. They can also be configured on [IOS](#) and [Android](#) mobile devices. Additional assistance can be found at the [Get Help](#) page.

Webcams:

Access to a webcam is required for students participating remotely in this course. Webcams are to be turned on when you are speaking. Access to a webcam is required for students participating remotely in this course. Webcams must be turned on during synchronous class sessions and office hours. Professionalism in Zoom classroom sessions is of utmost importance, just like professionalism in conference calls in the workplace. Here are a few guidelines:

- The host will likely mute all microphones upon entry to the Zoom session in order to limit background noise. Make sure to unmute your microphone when you wish to contribute to the class discussion.
- Position your video camera (either on your laptop or external webcam) at eye-level, if possible. It is generally better to have lighting behind the camera so that your face is illuminated, rather than having lighting behind you, which might create screen glare.
- Make sure to turn on your video when the class starts and have it on when speaking.
- Be mindful of your background so that your surroundings look as professional as possible.
- Exhibit professional behavior during the virtual class session. Avoid eating meals or using tobacco products when your webcam is on.
- Follow the lead of the instructor/session host regarding use of Q&A and chat functions.

Synchronous Online Delivery:

This course is being offered in the synchronous online format. Synchronous online class meetings will take place according to the class schedule. There is no face-to-face component to this course. In between synchronous class meetings, there may also be asynchronous activities to complete (e.g., discussion forums and assignments). This course may have an exam near or at the end of the semester. The exam will be delivered in the synchronous online format, and the specified date and time will be announced during the course. Prior to the exam, descriptive information, such as the number and types of exam questions, resources and collaborations that are allowed and disallowed in the process of completing the exam, and procedures to follow if connectivity or other resource obstacles are encountered during the exam period, may be provided.

Zoom Invitation:

Topic: MANA 7339, Fall 2020 on Tuesday nights

Time: This is a recurring meeting starting at 6pm on Tuesday evenings, August 25-December 1, 2020.

Join Zoom Meeting

<https://uofh.zoom.us/j/2614694685>

Meeting ID: 261 469 4685

One tap mobile

+13462487799,,2614694685# US (Houston)

+16699009128,,2614694685# US (San Jose)

Dial by your location

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 261 469 4685
 Find your local number: <https://uofh.zoom.us/j/2614694685>
 Join by SIP
 2614694685@zoomcrc.com
 Join by H.323
 162.255.37.11 (US West)
 162.255.36.11 (US East)
 115.114.131.7 (India Mumbai)
 115.114.115.7 (India Hyderabad)
 213.19.144.110 (EMEA)
 103.122.166.55 (Australia)
 64.211.144.160 (Brazil)
 69.174.57.160 (Canada)
 207.226.132.110 (Japan)
 Meeting ID: 261 469 4685

Potentially Helpful Information:

- COVID-19 Updates: <https://uh.edu/covid-19/>
- Coogs Care: <https://www.uh.edu/dsaes/coogscare/>
- Laptop Checkout Requests: <https://www.uh.edu/infotech/about/planning/off-campus/index.php#do-you-need-a-laptop>
- Health FAQs: <https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/>
- Student Health Center: <https://uh.edu/class/english/lcc/current-students/student-health-center/index.php>

Honor Code Statement:

Students are expected to behave consistent with the following honor code statement as part of submission of any graded work including but not limited to projects, quizzes, and exams: *"I understand and agree to abide by the provisions in the [University of Houston Graduate Academic Honesty Policy](#). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston."*

Student Code of Conduct:

The Student Code of Conduct emphasizes the University's commitment to promote the freedom, intellectual development, and personal responsibility of its students. It can be found at https://uh.edu/dos/_files/student-code-of-conduct-2019-2020.pdf

Grade Appeal:

The University of Houston has a grade appeal and grievance procedure. Students perceiving reception of an inappropriate grade should consider following this process.

Primary Course Policies:

The policies and schedule stated in this syllabus are subject to change with notice. ***Students are responsible for keeping abreast of announcements and fulfilling course requirements on time.***

Schedule:

Session	Topic	Readings
Aug. 25, Sept. 1 & 8	Defining leadership and leadership basics	<ol style="list-style-type: none"> 1. When Leaders Are at Their Best (Kouzes & Posner, chapter 1 of <i>The Leadership Challenge</i>) 2. Recognize Contributions (Kouzes & Posner, chapter 10 of <i>The Leadership Challenge</i>) 3. Celebrate the Values and Victories (Kouzes & Posner, chapter 11 of <i>The Leadership Challenge</i>) 4. The Cost of Social Norms (Ariely, from <i>Predictably Irrational</i>)
Sept. 15 & 22	Selling yourself	<ol style="list-style-type: none"> 5. Envision the Future (Kouzes & Posner, chapter 4 of <i>The Leadership Challenge</i>) 6. Medtronic’s Chairman William George on How Mission-Driven Companies Create Long-term Shareholder 7. Are Great Leaders in Control of Their Companies ... (Pfeffer & Sutton, from <i>Hard Facts, Dangerous Half-truths and Total Nonsense</i>).
Sept. 29, Oct. 6	Creating the story	<ol style="list-style-type: none"> 8. Enlist Others (Kouzes & Posner, chapter 5 of <i>The Leadership Challenge</i>) 9. Learning Charisma (Antonakis et al., <i>Harvard Business Review</i>) 10. Not even the past: The joint influence of former leader and new leader during leader succession in the midst of organizational change. (Zhao et al., <i>Journal of Applied Psychology</i>).
Oct. 13	Selling the story; Leading high-performance teams	<ol style="list-style-type: none"> 11. Developing Team Leadership (Sitkin & Hackman, <i>Academy of Management Learning and Education</i>) 12. Does trust matter more in virtual teams? A meta-analysis of trust and team effectiveness considering virtuality and documentation as moderators. (Breuer et al., <i>Journal of Applied Psychology</i>). 13. Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: An update. (Schneider et al., <i>Personnel Psychology</i>). 14. Nassif, A. G. (2019). Heterogeneity and centrality of “dark personality” within teams, shared leadership, and team performance: A conceptual moderated-mediation model. <i>Human Resource Management Review</i>, 29(4). 15. Nederveen Pieterse, A., Hollenbeck, J. R., van Knippenberg, D., Spitzmüller, M., Dimotakis, N., Karam, E. P., & Sleesman, D. J. (2019). Hierarchical leadership versus self-management in teams: Goal orientation diversity as moderator of their relative effectiveness. <i>The Leadership Quarterly</i>.

		16. Song, Z., Gu, Q., & Cooke, F. L. (2019). The effects of high-involvement work systems and shared leadership on team creativity: A multilevel investigation. <i>Human Resource Management</i> .
Oct. 20	Enabling and empowering	17. Foster Collaboration (Kouzes & Posner, chapter 8 of <i>The Leadership Challenge</i>) 18. Strengthen Others (Kouzes & Posner, chapter 9 of <i>The Leadership Challenge</i>) 19. How to Become a Better Leader (Toegel & Barsoux, <i>MIT Sloan Management Review</i>) 20. Lessons from Everest (Roberto, <i>California Management Review</i>) 21. Intuition in Strategic Decision Making (Miller & Ireland, <i>Academy of Management Executive</i>) 22. Xu, N., Chiu, C.-Y. (Chad), & Treadway, D. C. (2019). Tensions between diversity and shared leadership: The role of team political skill. <i>Small Group Research</i> , 50(4), 507–538. 23. Ye, Q., Wang, D., & Guo, W. (2019). Inclusive leadership and team innovation: The role of team voice and performance pressure. <i>European Management Journal</i> , 37(4), 468–480. 24. Hunter, E. M., Neubert, M. J., Perry, S. J., Witt, L. A., Penney, L. M., & Weinberger, E. (2013). Servant leaders inspire servant followers: Antecedents and outcomes for employees and the organization. <i>The Leadership Quarterly</i> , 24(2), 316–331.
Oct. 27	Ethics and wellness	25. Clarify Values (Kouzes & Posner, chapter 2 of <i>The Leadership Challenge</i>) 26. Set the Example (Kouzes & Posner, chapter 3 of <i>The Leadership Challenge</i>) 27. The Unselfish Gene (Benkler, <i>Harvard Business Review</i>) 28. Extreme Jobs: The Dangerous Allure of the 70-hour Workweek (Hewlett & Luce, <i>Harvard Business Review</i>). 29. The Fit Executive: Exercise and Diet Guidelines for Enhancing Performance (Neck & Cooper, <i>Academy of Management Executive</i>) 30. Your Brain at Work (Waytz & Mason, <i>Harvard Business Review</i>) 31. Tu, Y., Lu, X., Choi, J. N., & Guo, W. (2019). Ethical leadership and team-level creativity: Mediation of psychological safety climate and moderation of supervisor support for creativity. <i>Journal of Business Ethics</i> , 159(2), 551–565. 32. Zheng, D., Witt, L. A., Waite, E., David, E. M., van Driel, M., McDonald, D. P., ... Crepeau, L. J. (2015). Effects of

		<p>ethical leadership on emotional exhaustion in high moral intensity situations. <i>The Leadership Quarterly</i>, 26(5), 732–748.</p> <p>33. Peng, J., Wang, Z., & Chen, X. (2019). Does self-serving leadership hinder team creativity? A moderated dual-path model. <i>Journal of Business Ethics</i>, 159(2), 419–433.</p>
Nov. 3	Challenging the process	<p>34. Search for Opportunities (Kouzes & Posner, chapter 6 of <i>The Leadership Challenge</i>)</p> <p>35. Experiment and Take Risks (Kouzes & Posner, chapter 7 of <i>The Leadership Challenge</i>)</p> <p>36. Focus on Interests, Not Positions (Fisher et al., from <i>Getting to Yes</i>)</p> <p>37. Abrasive Personality (Levinson, <i>Harvard Business Review</i>) Competent Jerks, Lovable Fools, and the Formation of Social</p> <p>38. I Am My Mother’s Daughter (Adler, <i>European Journal of International Management</i>)</p> <p>39. Leadership is Everyone’s Business (Kouzes & Posner, chapter 12 of <i>The Leadership Challenge</i>)</p>
Nov. 10, 17, & 24	Deliverables due	IDP’s; feedback sessions
Dec. 1	Exam	Exam/essay administered via email 6-8pm (response due via email no later than 8pm)

Reading Assignments

To be determined in class meetings.