School of Management
Zhejiang University

COURSE: LEADERSHIP DEVELOPMENT

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Office Hours: Available towards the end of each day that sessions are held.

Teaching Assistant: …..

Email: ……

COURSE FORMAT AND TIME

The course comprises four parts totalling 16 x double period sessions (2 x 45 mins). Sessions will be held between 1 March and 22 April 2021 on Mondays 0800-0935 hrs and Thursdays 0950-1125 hrs.

The course is structured in four main parts:

Part I: Knowing

1. The Foundations of Leadership

    a) Introduction, Definitions, Scope, and Practice of Leadership

    b) History of Leadership Theory

2. Leadership Theory

    a) Foundational Leadership Theories I - Traits Theories, Behavioural Theories

    b) Foundational Leadership Theories II - Contingency Theories, Transformational Leadership Theories

Part II: Being

3. Character and Leadership

    a) Leadership Self-Assessment

    b) Personality and Leadership Development

4. Power and Influence

    a) Leading with Power and Authority

    b) Influence and Politics

Part III: Doing

5. Leadership and Management

    a) Leadership, Management and Command

b) Leader-Member Exchange, Leadership as Coaching, Full Range of Leadership Theory

6. Followership and Leadership

a) Leadership Identity, Followership

b) Serve to Lead, Authentic Leadership Concepts

Part IV: Context

7. Contextual Leadership

a) Situational Contexts, Performance Leadership

b) Adaptive Leadership, Crisis Leadership

8. Leadership and Diversity
a) Leadership and Culture, Leadership and Gender
b) Internet / Virtual Leadership

COURSE MATERIAL

This is the current full list of academic reference materials used in compiling this course. Students are not expected to read every reference but may wish to do supplementary reading to expand on the course material.

Textbook:

DuBrin, A.J. (2016). *Leadership: Research findings, practice, and skills*, 8th Edition.
ISBN: 978-1-285-86636-9

Useful Book References:

Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York, NY.: Simon & Schuster.

Chen, C., & Lee, Y. (2008). *Leadership and management in China: Philosophies, theories, and practices*. Cambridge University Press.

Daft, R.L. (2016). *The leadership experience*. 7th Edition. Cengage Learning.

Gallo, F.T. (2011). *Business leadership in China: How to blend best Western practices with Chinese wisdom*. John Wiley & Sons (Asia) Pte. Ltd.

Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, Mass. Belknap Press of Harvard University Press.

Maxwell, J.C. (2018). *Developing the leader within you 2.0*. Nashville, Tennessee: HarperCollins Leadership.

Nohria, N., & Khurana, R. (2010). *Handbook of leadership theory and practice*. Harvard Business Review Press.

Northouse, P. G. (2019). *Leadership: Theory and practice*. 8th Edition. Los Angeles. SAGE.

Obolensky, N. (2014). *Complex adaptive leadership: Embracing paradox and uncertainty*. 2nd Edition. Farnham, Surrey: Gower.

Rath, T. 1., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Additional Books:

Avolio, B. J., & Bass, B. M. (1991). *Manual for the Full Range of Leadership*. Binghamton, N.Y. Bass, Avolio & Associates.

Bass, B. M. (2008). *Handbook of leadership: Theory, research, and managerial applications* (4th Edition). New York, NY: Free Press.

Blake, R. R., & Mouton, J. S. (1985). *The Managerial Grid III*. Houston, TX: Gulf.

Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.

Haslam, S. A., Reicher, S. D., & Platow, M. J. (2011). *The new psychology of leadership: Identity, influence and power*. London & New York: Psychology Press.

Hersey, P., Blanchard, K. H. & Johnson, D. E. (2008). *Management of organizational behavior: Leading human resources* (9th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.

Yukl, G.A. (2013) *Leadership in organizations*. 8th Edition, Prentice-Hall, Upper Saddle River.

Referenced Other Readings:

Cropanzano, R., & Mitchell, M.S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management*, 31, 874-900.

Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *Leadership Quarterly*, 28: 104-129.

Gill, A., Lapalme, M.-È., & Séguin, M. (2014). When politics meets ethics: How political skill helps ethical leaders foster organizational citizenship behaviors. *Journal of Managerial Issues*, 26(3), 204–218

Glynn, M. A., & DeJordy, R. (2010). Leadership through an organizational behavior lens: A look at the last half-century of research. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership and practice* (pp. 119-158). Boston, MA: Harvard Business Press.

Graen, G., Noval, M., & Sommerkamp, P. (1982). The Effects of Leader-Member Exchange and Job Design on Productivity and Satisfaction: Testing a Dual Attachment Model. *Organizational Behavior and Human Performance*.

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years: applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2): 219-247.

Hackman, J. R. (2010). What is this thing called leadership? In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 107-118). Boston, MA: Harvard Business Press.

Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75, 124-134.

House, R. J. (1971). A Path Goal Theory of Leader Effectiveness. *Administrative Science Quarterly*.

Howell, J. M., & Shamir, B. (2005) . The role of followers in the charismatic leadership process: relationships and their consequences. *Academy of Management Review*, 30, 96-112.

Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*.

Kotter, J.P. (2001). What leaders really do. *Harvard Business Review*.

Lorsch, J. W. (2010). A contingency theory of leadership. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 411-432). Boston, MA: Harvard Business Press.

Manz, C. C., & Sims, H. P. (1991). SuperLeadership: Beyond the myth of heroic leadership. *Organizational Dynamics*.

Meindl, J. R. (1995). The romance of leadership as a follower-centric theory: A social constructionist approach. *The Leadership Quarterly*, 6, 329-341.

Mumford, M. D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A. (2000). Leadership skills: Conclusions and future directions. *The Leadership Quarterly*.

Nye, J. S. (2010). Power and Leadership. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 411-432). Boston, MA: Harvard Business Press.

Peebles, M.E. (2005). Into the fray. *Harvard Business Review*, 1, 15-23.

Pfeffer, J. (1977). The ambiguity of leadership. *Academy of Management Review*.

Podolny, J. M., Khurana, R., & Hill-Popper, M. (2004). Revisiting the meaning of leadership. *Research in Organizational Behavior*, 26, 1-36.

Schoemaker, P.J.H., (1995). Scenario Planning: a tool for strategic thinking. *Sloan Management Review*.

Snowden, D. J. & Boone, M. E. (2007). A Leader's Framework for Decision Making. *Harvard Business Review*, 85(11), 68-76.

van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic-transformational leadership research: Back to the drawing board? *The Academy of Management Annals.*

Vroom, V. H., & Jago, A. G. (1978). On the validity of the Vroom-Yetton model. *Journal of Applied Psychology*.

Waterman, R., Peters, T., & Phillips, J. (1980). 'Structure is not organisation'. *Business Horizons.*

Wilkinson, A., & Kupers, R. (2013). Living in the Futures. *Harvard Business Review*.

COURSE DESCRIPTION

This core course on Leadership Development aims to inspire students towards the successful practice of leadership throughout their careers. The course content explores leadership theories, self-awareness, leadership practices, challenges, and in-depth case studies to establish a broad understanding of the complex nature of leadership.

In participating in the course, students will learn how to apply the course material in different contexts. The course acts as a leadership development course in preparation for future roles as a valuable team member, as an emergent leader, and as an appointed leader.

Course Goals

The course aims for a student to (be able to):

1. Learn the essential concepts and practices of leadership for an organisational leader.

2. Develop leadership thinking.
3. Apply theory and practice to analyse leadership situations.
4. Appreciate the implications of different leadership approaches.
5. Understand the relationship between leadership and management.
6. Understand the relationship between leader and follower.
7. Face the challenges of leadership of diverse teams.
8. Form a self-development ability for leadership.

Language

The course is presented in English. The contents and objectives are fully aligned with the equivalent course in Chinese. Students should have a reasonable level of English. While not a specific goal, the course offers an excellent opportunity for interaction and practice with a native English speaking instructor who has considerable experience of working alongside colleagues with English as a second or third language.

COURSE GUIDELINES

Academic Integrity. All work by a student or group must represent their own endeavour. When original concepts are presented, all efforts must be made to verify the originality claim, with references to inspirational sources made explicit. Other external sources that form part of a work must be correctly referenced. All attempts at plagiarism will be subject to the University policies on academic dishonesty. Please review the University policy regarding student conduct.

Preparation. Students should complete the preparatory reading and any set assignments for sessions in advance.

Participation. Students should be prepared to participate in individual and group exercises, and discussions during sessions and in assignments.

Punctuality. Teaching is expected to begin and end in accordance with the schedule. Any delays may cause subsequent delays.

Distractions. The use of electronic devices for matters outside of the direct subject material should be avoided. When asked to *think*, students should think for themselves rather than rely on electronic sources of information.

Disruptions. Consideration should prioritize collective over individual needs. Disruptions should be avoided wherever possible. Any unwelcome disturbances should be dealt with swiftly and efficiently.

ASSESSMENTS, ASSIGNMENTS AND EXAMINATION

Description	Percentage	Notes
Attendance	10%	Actual Rate / Punctuality
Classroom Participation	20%	Preparation / Participation /Short Assignments
Individual Assignment	20%	Individual Case Study Report
Group Assignment	20%	Extended Case Study Report
Thesis	30%	Essay of 1,500 words

Assignments

The individual and group assignments will involve the analysis of individual and organisational leadership case studies. The requirements will centre on the structure and material covered in the course.

Thesis

The thesis is an individual essay of 1,500 words. The scope of the essay extends beyond the core material covered in the course and allows a student to explore aspects of personal interest within a selected topic. The thesis will be evaluated with equal weighting on four areas:

1. Application of elements covered in the course.
2. Further research and study elements specific to the subject matter.
3. Personal insights, analyses, interpretations and conclusions.
4. Structured, clearly articulated, well-presented and correctly referenced submission.

While every effort should be made to use correct English, the main focus of evaluation is the content. Specific details of the groupings, assignment cases, submission format and deadline will be issued in the early stages of the course.

DETAILED PROGRAMME

Part I	Knowing
Session 1 The Foundations of Leadership	Part 1 - Definitions of Leadership The Meaning of Leadership Leadership as Meaning-Making Definitions of Leadership Part 2 - Scope of Leadership Perspectives of Leadership Leadership in Organisations Leadership and Management (Brief Introduction) Part 3 - Leadership as a Practice Impact of Leadership on Organisations Leadership Roles A Framework for Understanding Leadership Part 4 - History of Leadership Theories Ancient Philosophies Modern Theories Contemporary Theories Preparatory Reading: DuBrin - Chapter 1 - The Nature and Importance of Leadership Supplementary Reading:

	Hackman, J. R. (2010). What is this thing called leadership? In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 107-118). Boston, MA: Harvard Business Press. Pfeffer, J. (1977). The ambiguity of leadership. *Academy of Management Review*. Podolny, J. M., Khurana, R., & Hill-Popper, M. (2004). Revisiting the meaning of leadership. *Research in Organizational Behavior*.
<u>Session 2</u> Leadership Theory	<u>Part 1 - Trait Theories</u> Great Man Theory Observed Traits Follower Preferred Traits <u>Part 2 - Behavioural Theories</u> Leadership Skills and Competencies Behavioural Approaches - Ohio State University Leadership Task/Relationship Grid <u>Part 3 - Contingency Theories</u> Fiedler's Contingency Model Normative Decision Model Path-Goal Theory Situational Leadership Theory <u>Part 4 - Transformational Leadership Theories</u> Charismatic Leadership Theories Transformational Leadership Theory Visionary Leadership Theories <u>Preparatory Reading:</u> DuBrin - Chapter 2 - Traits, Motives, and Characteristics of Leaders DuBrin - Chapter 3 - Charismatic and Transformational Leadership DuBrin - Chapter 4 - Leadership Behaviours, Attitudes, and Styles DuBrin - Chapter 5 - Contingency and Situational Leadership <u>Supplementary Reading:</u> Glynn, M. A., & DeJordy, R. (2010). Leadership through an organizational behavior lens: A look at the last half-century of research. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership and practice* (pp. 119-158). Boston, MA: Harvard Business Press. Lorsch, J. W. (2010). A contingency theory of leadership. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 411-432). Boston, MA: Harvard Business Press. van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic- transformational leadership research: Back to the drawing board? *The Academy of Management Annals.* <u>Supplementary Viewing:</u> Antonakis, J. (2015). *Let's face it: Charisma matters*. TED.

https://youtu.be/SEDvD1IICfE	
Part II	**Being**
Session 3 Character and Leadership	Part 1 - Leadership Personality Assessment Introduction Participation Reflection Part 2 - Analysis of Personality Assessment Analysis Reflection Discussion Part 3 - Personality and Leadership Five Factor Model MBTI/Alternative Models Discussion Part 4 - Leadership Development Self-Leadership Super Leadership Leadership Development Preparatory Reading: DuBrin - Chapter 6 - Leadership Ethics and Social Responsibility DuBrin - Chapter 15 - Leadership Development and Succession Supplementary Reading: Manz, C. C., & Sims, H. P. (1991). SuperLeadership: Beyond the myth of heroic leadership. *Organizational Dynamics*. Supplementary Viewing: Little, B. (2016). *Who are you really - the puzzle of personality*. TED. https://www.youtube.com/watch?v=qYvXk_bqlBk
Session 4 Power and Influence	Part 1 - Power Sources of Power Power Profile Power Tactics Part 2 - Leading with Authority Order Empowerment Complexity Part 3 - Influence Games Relationships Networks

	Part 4 - Political Power Political Tactics and Strategies Ethical Politics Unethical Politics Preparatory Reading: DuBrin - Chapter 7 - Power, Politics, and Leadership DuBrin - Chapter 8 - Influence Tactics of Leaders Supplementary Reading: Nye, J. S. (2010). Power and Leadership. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 411-432). Boston, MA: Harvard Business Press. Gill, A., Lapalme, M.-È., & Séguin, M. (2014). When politics meets ethics: How political skill helps ethical leaders foster organizational citizenship behaviors. *Journal of Managerial Issues*, 26(3), 204–218. Peebles, M.E. (2005). Into the fray. *Harvard Business Review*, 1, 15-23. Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, Mass. Belknap Press of Harvard University Press.
Part III	**Doing**
Session 5 Leadership and Management	Part 1 - Leadership versus Management Leadership Management Command Part 2 - Leader Member Exchange Leader-Member Exchange Theory Role Theory Social Exchange Theory Part 3 - Leadership as Coaching Motivation Teamwork Coaching Part 4 - Full Range of Leadership Theory Laissez-Faire Leadership Transactional Leadership Transformational Leadership Preparatory Reading: DuBrin - Chapter 9 - Developing Teamwork DuBrin - Chapter 10 - Motivation and Coaching Skills DuBrin - Chapter 11 - Creativity, Innovation, and Leadership

	Supplementary Reading:
	Cropanzano, R., & Mitchell, M.S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management*, 31, 874-900.
	Graen, G. B.; Uhl-Bien, M. (1995). Relationship-based approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years: applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2): 219-247.
	Kotter, J.P. (2001). What leaders really do. *Harvard Business Review*.
Session 6 Followership and Leadership	Part 1 - Leadership Identity Self Identity Role Identity Leadership Identity Work Part 2 - Followership Defining Followership Followership Identity Followership Role Part 3 - Serve to Lead Servant Leadership Paternalistic Leadership Discussion Part 4 - Authentic Leadership Authentic Leadership Concepts Self Reflection Discussion Preparatory Reading: DuBrin - Chapter 12 - Communication and Conflict Resolution Skills Supplementary Reading: Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *Leadership Quarterly*, 28: 104-129. Howell, J. M., & Shamir, B. (2005) . The role of followers in the charismatic leadership process: relationships and their consequences. *Academy of Management Review*, 30, 96-112. Meindl, J. R. (1995). The romance of leadership as a follower-centric theory: A social constructionist approach. *The Leadership Quarterly*, 6, 329-341. Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, (52), 1-26
Part IV	**Context**
Session 7 Leadership and Context	Part 1 - Situational Contexts Ordered Context Complex Context

	Chaotic Context Part 2 - Performance Leadership Organisation Performance Leadership Behaviours Case Study Part 3 - Adaptive Leadership Complexity Leadership Adaptive Leadership Behaviours Case Study Part 4 - Crisis Leadership Process of a Crisis Crisis Leadership Behaviours Preparation for a Crisis Preparatory Reading: DuBrin - Chapter 13 - Strategic Leadership and Knowledge Management Supplementary Reading: Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75, 124-134. Snowden, D. J. & Boone, M. E. (2007). A Leader's Framework for Decision Making. *Harvard Business Review*, 85(11), 68-76.
Session 8 Leadership and Diversity	Part 1 - Leadership and Culture National Culture Organisational Culture Global Culture Part 2 - Leadership and Gender Gender Characteristics Gender Challenges Case Study Part 3 - Internet Leadership Social Media Leadership Influence Leaders Remote Leadership Part 4 - Leadership Reflection Self Reflection Group Reflection Personal Leadership Development Preparatory Reading: DuBrin - Chapter 14 - International and Culturally Diverse Aspects of Leadership