Course Syllabus
Leadership

March - July 2019

Cycle VIII

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I. General information regarding the course

Name of the Course:	Leadership		
Requisites:	Comportamiento Humano en las Organizaciones Intermediate English III	**Code:**	0875
Precedent:		**Semester:**	2019-1
Credits:	3	**Cycle:**	VII
Hours per week:	4 hours	**Course mode:**	Classroom presence/ semi presence
Careers	**Obligatory course for:** Organizational Psychology and Consumer Psychology	**Course coordinator:**	Varinia Bustos vbustos@esan.edu.pe

II. Summary

This course is both theoretical and practical and it presents different theoretical approaches to leadership and leadership styles. It also offers strategies so students can develop leadership through peer and self-evaluation as well as exercises that promote these abilities.

We will think critically about what effective leadership means, the traits and ethics that should accompany leadership, the motivation that guides leaders, how they influence and motivate others, utilize power and promote change.

III. Course Objectives

The course is both theoretical and practical and has two objectives: First it seeks to analyze the historic relevance of leadership as a concept for the understanding of theoretical perspectives and their evolution. By the end of the course, the student should be able to understand the links between leadership and current developments in people management and human behavior in organizations as well as to identify the primary management abilities related to leadership in organizations. Second it aspires to help the participants to develop their own leadership abilities by assessing and monitoring the evolution of their leadership competencies during the course through teamwork and with the help of their teammates

IV. Learning outcomes

By the end of the course the student should be able to:

- Gain a clear idea of the contents, scope and dynamics of the course and what is required of the students.
- Identify the Leadership Concept, its definitions and the main Leadership Theory Paradigms
- Identify the essential elements of effective teamwork and how to apply them inside and outside the classroom in order to achieve team objectives.
- Analyze the ways in which a leader's behavior influences motivation
- Identify the major motivation theories, their virtues and limitations.

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- Identify the dynamics of power in organization: sources, types and how leaders use power
- Develop some important personal "power tactics".
- Analyze the dyadic nature of Leader-Follower relations.
- Identify the different types of followers and the importance of learning to be a good follower in order to become a good leader.
- Analyze the importance of "culture" as a system of beliefs and values that leaders must help create and manage in order to achieve organizational goals.
- Identify different "cultural types" in organizations and societies.
- Analyze the importance of cultural diversity and the implications involved in leading diverse organizations.
- Identify the characteristics and distinguishing behaviors of charismatic and transformational leaders and how they differ from transactional leaders.
- Identify the characteristics of "Stewardship" as a form of Leadership and the characteristics of "Servant Leaders".
- Identify the term "strategy" within and organizational context and understand how a strategy is formulated.
- Distinguish the difference between strategic leadership and strategic management.
- Analyze the "change process" within an organization and understand the importance of leadership in the change management process.
- Identify the ways in which the elements of emotional intelligence support effective leadership attitudes and behavior.
- Analyze the manner in which the leader's mood affects followers and the importance of "mood regulation in organizational effectiveness
- Gain awareness of the need to know one's own strengths, desires and limitations in order to build a Life and Career Plan
- Identify the elements of Supportive Communication and how to use them.
- Identify the sources of conflict, the types of conflict and a method of negotiating to reach "win – win" solutions
- Analyze the nature and benefits of "empowerment", its dimensions and how to support them
- Identify the importance of delegating and how to do it so as to optimize leadership results.
- Gain an understanding of the phenomenon of "workplace stress", how to recognize its symptoms and what can be done to minimize its effects.
- Consolidation of all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis

V. Methodology

This course offers a teaching perspective that is based on the combination of activities that promote the transfer of knowledge through exposure to the theory and practice. This invites students to act independently and creatively based on a strong professional motivation that allows them to persevere in seeking solutions. Learning sessions combine professor and students' presentations with class activities such as group dynamics, case analysis and discussions so students' active participation is expected.

Therefore, the reading of the chapters of the textbooks and the supplementary materials selected are mandatory and must be completed by students on schedule.

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VI. Evaluation

The evaluation system is permanent and comprehensive. The course grade is obtained by averaging the ongoing assessment or PEP (60%), the midterm (20%) and final exam (20%).

The final average (PF) is obtained as follows:

$$PF = (0{,}20 \times EP) + (0{,}60 \times PEP) + (0{,}20 \times EF)$$

Where:

PF = Promedio Final
EP = Examen Parcial
PEP = Promedio de evaluación permanente y
EF = Examen Final

Ongoing assessment is the weighted average of the corresponding activities to track students' learning process: reading controls, presentations, case analyses, self-development report and final group project. The weights within the ongoing assessment are described in the following table.

Ongoing Assessment (PEP) 60%		
Type of Evaluated Activity	**Description**	**Weight %**
Reading controls	8 reading controls *	24*
Graded Practice Case	Obligatory Graded Practice	15*
Case analysis	4 case analysis *	16*
Presentations	3 presentations *	15*
Report on Development of Leadership Competencies	Individual Leadership Assessment Report	10**
Group project	Final Group Project	15**
Participation	Class Attendance and Participation	5
Total PEP	All evaluated activities	100

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*These graded activities will begin in the first hour of class. Students who are not present within 10 minutes of the start of the class, will have a grade of "0" for the activity.

** Students will receive written instructions and due dates for these activities. Due dates must be complied with. Otherwise the students will have a grade of "0" on these projects.

VI. Contents

WEEK	CONTENTS	ACTIVITIES/ EVALUATIONS
UNIT I: LEADERSHIP AS A CONCEPT, LEADERSHIP THEORIES **LEARING OUTCOMES:** • Gain a clear idea of the contents, scope and dynamics of the course and what is required of the students. • Identify the Leadership Concept, its definitions and the main Leadership Theory Paradigms		
1° March 21st to 27th	**THE LEADERSHIP CONCEPT** 1.1 What is "Leadership"? 1.2 Who is a Leader? 1.3 Are Leaders born or made? 1.4 Levels of analysis of Leadership 1.5 Leadership Theory Paradigms	<u>Friday, March 22nd</u> Teacher's presentation of the course: objectives, methodology, activities and evaluation. Review of the syllabus, explanation of activities and special projects.
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE-Learning Chapter 1 pp 1 – 21 **Articles: Read the article assigned to your team** 1. Economy, P., (2014, January 24),"The 9 Traits That Define Great Leadership", Inc.com, https://www.inc.com/peter-economy/the-9-traits-that-define-great-leadership.html, retrieved March 4, 2018 2. Hasan, S., (2017, February 13), "Top 10 Leadership Qualities That Make Good Leaders", Tasque, https://blog.taskque.com/characteristics-good-leaders/, retrieved Feb 23, 2018 3. Kruse, K. (2013, April 9) , "What Is Leadership?", /Forbes.com, https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/#1c3eac4f5b90, retrieved March 8, 2018	Formation of teams and drawing up of "team norms". <u>Wednesday, March 27th</u> **Reading Control #1** (done in teams) Teacher's presentation and discussion of Leadership concept and theories <u>Friday, March 29th</u> Teacher presentation and discussion of Teams and

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			Teamwork

UNIT II: TEAMS AND TEAMWORK AS AN ESSENTIAL ELEMENT OF LEADERSHIP
LEARNING OUTCOME:
- Identify the essential elements of effective teamwork and how to apply them inside and outside the classroom in order to achieve team objectives.

2° April 28th to 3rd	**TEAMS AND TEAMWORK** 2.1 What is a team? 2.2 Group versus team: How are they different? 2.3 Advantages and disadvantages of teamwork 2.4 The characteristics of effective teams 2.5 Types of teams 2.6 Decision Making in teams 2.7 Leadership skills for effective meetings 2.8 Self – managed teams	<u>Wednesday April 3rd</u> **Reading Control #2** (done in teams) Group Dynamic 5 Team Activities <u>Friday April 5th</u> 3 Team presentations: Points 2.5 + 2.6 Point 2.7 Point 2.8 Discussion
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development,4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 8 pp. 279-314 **Articles: Read the one assigned to your team** 1. Heathfield, S. (2017, August 1), "10 Tips for Better Teamwork: Teams That Get These Factors Right Experience Success", The Balance Career, https://www.thebalancecareers.com/tips-for-better-teamwork-1919225, retrieved March 5, 2018. 2. Koort , K. (no date), "How to Promote Effective Teamwork in the Workplace",blog.weekdone.com, https://blog.weekdone.com/promote-effective-teamwork-in-the-workplace/, retrieved March 7, 2018 3. Leitch, C. (2017, May 9) "10 Benefits of Teamwork in the Workplace ", Career Addict, https://www.careeraddict.com/5-benefits-of-teamwork-in-the-workplace, retrieved, March 5, 2018	

UNIT III: LEADERSHIP TRAITS AND ETHICS
LEARNING OUTCOME:
- Identify the principal personality traits attributed to effective leaders and understand the importance of ethics in leadership

3° April 4th to 10th	**LEADERSHIP TRAITS** 　3.1 The "Big Five" 　3.2 Universally accepted traits 　3.3 Achievement motivation Theory and Leader Motive Profile Theory 　3.4 Leadership Attitudes 　3.5 Ethical Leadership 　3.5.1 Moral Development 　3.5.2 "Justifying" unethical behavior 　3.6 The "Stakeholder" approach to Ethics	<u>Wednesday, April 10th</u> Teacher's presentation: Leadership Traits and Attitudes AND Leadership Competency Development with instructions for 1st evaluation. DUE APRIL 21ST <u>Friday, April 12th</u> Case Analysis #1: Juan's Dilemma (graded case) Video: Ethical Leadership: Best Practices Discussion
	Obligatory Reading: **Text** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 2 pp 31 – 59	

UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION
LEARNING OUTCOMES:
- Analyze the ways in which a leader's behavior influences motivation
- Identify the major motivation theories, their virtues and limitations.

4° April 11st to 17th	4.1 Leadership styles and Behavior: University of Iowa, University of Michigan, Ohio State University, Leadership grid 4.2 Leadership and major motivation theories 4.3 The motivation process 4.4 Three major classifications of motivation theories 4.4.1Content motivation theories: Hierarchy of Needs, Two factor Theory 4.4.2 Process motivation theories: Equity Theory, Expectancy Theory and Goal Setting Theory 4.4.3 Reinforcement theory 4.5 Putting the motivation theories together	<u>Wednesday, April 17th</u> Teacher´s introduction Team presentations: Point: 4.1 Points: 4.2, 4.3. 4.4 + 4.4.1 Point: 4.4.2 <u>Friday, April 19th</u> Teacher´s presentation: 4.4.3 + 4.5 Discussion
	Obligatory Reading **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 3 pp 70 – 100	

UNIT V: POWER, POLITICS AND ORGANIZATIONAL LEADERSHIP
LEARNING OUTCOMES:
- Identify the dynamics of power in organization: sources, types and how leaders use power
- Develop some important personal "power tactics".

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5° April 22nd to 27th	5. Power and Leadership 5.1 Sources of Power 5.2 Types of Power 5.3 The Nature of Organizational Politics 5.4 Guidelines for Developing Political Skills: 5.4.1. Net working 5.4.2. Negotiating 5.4.3. Self-promotion	<u>Wednesday, April 24th</u> Teacher Presentations: Leadership Competency Feedback and elaboration of Leadership Competency Development Plan. DUE APRIL 30TH Sources of Power, Types of Power Group Dynamic: "It´s Greek to Me" Discussion <u>Friday, April 26th</u> **Reading Control #3:** done in teams Teacher Presentation: Political Skills Discussion and Teamwork on "1-minute Self Sell"
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 4 pp 108 – 140 **Articles: Read the one assigned to your team** 1. Marcus, B., (2017, April 4),"What I Learned about Office Politics that Changed My Career", Forbes.com, https://www.forbes.com/sites/bonniemarcus/2017/04/04/what-i-learned-about-office-politics-that-changed-my-career/#26e121bf6168, retrieved March 1, 2018 2. Sorid, D. 2009, August 8) "The Authority that is Not on Any Chart", The New York Times, https://www.nytimes.com/2009/08/09/jobs/09pre.html, retrieved February 27, 2018 3. Wood, J., (2010, August 9),"Workplace Politics – The Use and Misuse of Power", Avatel, https://avatel.wordpress.com/2010/08/09/workplace-politics-%E2%80%93-the-use-and-misuse-of-power/, retrieved February 25, 2018	

UNIT VI: LEADER FOLLOWER RELATIONS AND TEAMS
LEARNING OUTCOMES:
- Analyze the dyadic nature of Leader-Follower relations.
- Identify the different types of followers and the importance of learning to be a good follower in order to become a good leader.

6° April 29th to May 4th	6. Leader Follower Relations 6.1 Evolution of the Dyadic Theory 6.2 Leader Member Exchange Theory 6.3 Followership	<u>Wednesday May 1st</u> Team Presentations: Point: 6.1 Point: 6.2 Point: 6.3 Videos and group discussion <u>Friday May 3rd</u> **Reading Control # 4:** Done in Teams Teacher's presentation: Introduction to
	Obligatory Reading **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 **Research Paper:** Shulan, G (April 2018), "The Review of Implicit Followership Theories (IFTs)", SCIENTIFIC RESEARCH – An Academic	

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	Publisher PSYCH> Vol.9 No.4,https://www.scirp.org/journal/PaperInformation.aspx?PaperID=83746, retrieved March 13, 2019	the next Unit: Leadership of Culture, Ethics and Diversity: Culture Creation The Power of Culture Hofstede's Dimensions

UNIT VII: LEADERSHIP OF CULTURE, ETHICS AND DIVERSITY
LEARNING OUTCOMES:

- Analyze the importance of "culture" as a system of beliefs and values that leaders must help create and manage in order to achieve organizational goals.
- Identify different "cultural types" in organizations and societies.
- Analyze the importance of cultural diversity and the implications involved in leading diverse organizations.

7° May 6th to 11th	7. Leadership of Culture, Ethics and Diversity
	   7.1 Creation and Sustainability
	   7.2 Low and High Performance cultures
	   7.3 Cultural Value Types
	   7.4 Value Based Leadership
	   7.5 National Culture Identities – Hofstede's Dimensions
	   7.6 Changing Demographics and Diversity
		<u>Wednesday, May 8th</u>
		
		Team Presentations:
		Point: 7.2
		Point: 7.3
		Point: 7.4
		Teacher Presentation:
		Point 7.6
		Watch scenes from movie "42 The Jacky Robinson Story" and comment
		
		<u>Friday, May 10th</u>
		
		Case Analysis #2: Jonathan Martin and the Miami Dolphins
		
		Midterm Review

	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 10 pp 369 – 405 **Articles: All students must read both.** 1. Garriques, S. (2016, August 13) "Jonathan Martin and the Bullying Incident in the Miami Dolphins" (Teacher´s own summary of information retrieved from Wikipedia and other articles, July, 2016. 2. Guthrie, D., (2014, February 25), "Miami Dolphins: Leadership, Organizational Culture and Empty Words", Forbes, http://www.forbes.com/sites/dougguthrie/, retrieved July 13, 2017	
8° May 13th to 17th	**MIDTERM EXAMS**	

UNIT VIII: ORGANIZATIONAL LEADERSHIP: CHARISMATIC, TRANSOFRMATIONAL LEADERS AND STEWARDSHIP
LEARNING OUTCOMES:

- Identify the characteristics and distinguishing behaviors of charismatic and transformational leaders and how they differ from transactional leaders.
- Identify the characteristics of "Stewardship" as a form of Leadership and the characteristics of "Servant Leaders".

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9° May 20th to 25th	8. Charismatic and Transformational Leadership 8.1. Personal meaning: the factors that influence it 8.2 Difference between charismatic and non-charismatic leaders 8.3 The effects of charismatic leadership 8.4 The qualities of charismatic leaders 8.5 Charisma as a double edged sword 8.6 Transformational leadership, its effects and comparison with charismatic leadership 8.7 Behaviors and attributes of transformational leaders 8.8Transformational versus Transactional Leaders 8.9 The transformation process and the "four I's" 8.10 Stewardship 8.11 Servant Leadership	<u>Wednesday, May 22nd</u> **Reading Control #5**: Done individually Team presentations: Points: 8.1, 8.2, 8.3, 8.4 Points: 8.5, 8.6,8.7 Points: 8.8 + 8.9 Video and discussion: "I have a dream" MLK <u>Friday, May 24th</u> **Case Analysis #3:** Leadership in the Retail Business Teacher Presentation Points: 8.10 + 8.11
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 329 – 360 **Research Paper**: Ashgar S, Oino I,(June 2018), "Leadership Styles and Job Satisfaction", Market Forces, College of Management Sciences, Vol. XIII, Issue 1, http://images.transcontinentalmedia.com/LAF/lacom/leadership_styles_job_satisfaction.pdf, retrieved March 14, 2019	

UNIT IX: STRATEGIC LEADERSHIP AND CHANGE MANAGEMENT
LEARNING OUTCOMES:
- Identify the term "strategy" within and organizational context and understand how a strategy is formulated.
- Distinguish the difference between strategic leadership and strategic management.
- Analyze the "change process" within an organization and understand the importance of leadership in the change management process.

10° May 27th to June 1st	9. Strategic Leadership 9.1 Why strategies fail 9.2 The strategic management process: analyzing the environment, formulating the vision and mission, setting goals 9.3 Strategy formulation and core competencies 9.4 Implementation and evaluation 9.5 Implementing change 9.5.1. The need 9.5.2. The role of Leadership 9.5.3. The 8 step change process 9.5.4. Resistance to change 9.5.5. Strategies for minimizing resistance	<u>Wednesday May 28th</u> Teacher presentation: Points 9.1 thru 9.4 Group Dynamic: Analyze the Vision and Mission statements of the organizations assigned and state opinions + and -
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 11 pp 417 to 442 **Article:** Francis-Nurse, C. (2007, October 30),"Managing Change, The Leadership Challenge", BATimes.com /www.BATimes.com, http://www.batimes.com/articles/managing-change-the-leadership-	<u>Friday, May 30th</u> **Reading Control #6:** done individually

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	challenge.html, Retrieved April 23, 2016	Team presentations: Points: 9.5.1, 9.5.3 + 9.5.3 Points: 9.5.4 + 9.5.5
**UNIT X: THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP** **LEARNING OUTCOMES:** • Identify the ways in which the elements of emotional intelligence support effective leadership attitudes and behavior. • Analyze the manner in which the leader's mood affects followers and the importance of "mood regulation in organizational effectiveness	
11° June 3rd to 8th	10. What is "emotional intelligence"? 10.1 Elements of EI 10.2 How these elements impact leadership 10.3 The importance of a leader's mood in an organization 10.4 "Six emotional leadership styles": what they are, when to use and when not to use each one. **Obligatory Reading:** **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning *pp 70 – 75, pp 110 – 119, pp 431 - 442* **Articles:** Read the one assigned to your team 1. Goleman, D. (1998) "What Makes a Leader?", Harvard Business Review, November - December issue 1998. 2. Goleman, D., Boyatzis, R., Mckee, A. (2001) "Primal leadership. The hidden driver of great performance.", Harvard Business Review, December issue, 2001 3. Leadership Styles – Daniel Goleman et al /Leadership-Styles-V1.pdf, retrieved February 20, 2019	Wednesday, June 4th Team Presentations Article 1 Article 2 Article 3 Discussion Friday, June 6th **Review:** Leadership Styles, Behavior and Motivation Power: Sources and Types of Power Articles on Emotional Intelligence and Leadership Styles Change Management **Case Analysis #4:** INDUSTRIAL SUPPLIES SAC
**UNIT XI. A & B: DEVELOPING LEADERSHIP SKILLS – SELF MANAGEMENT AND COMMUNICATION** **LEARNING OUTCOMES:** • Gain awareness of the need to know one's own strengths, desires and limitations in order to build a Life and Career Plan • Identify the elements of Supportive Communication and how to use them.	

12° June 10th to 15th	11. A. Developing Oneself 11. A. 1. Self-Leadership 11. A. 2. Career Development 11. A. 3. Personal Philosophy of Life 11. B. Supportive Communication 11. B. 1. Building relationships by communicating supportively 11. B. 2. The 8 Principles of Supportive Communication	<u>Wednesday, June 12th</u> **Reading Control #7:** done individually Teacher Presentation. 11.A all Video and discussion: "Sam Burns- A Very Happy Life"
	Obligatory Reading: **Text:** Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice Hall. Ch. 4 PP. 238 – 260 **Article:** Drucker, P. (1999). Managing oneself. Best of Harvard Business Review, republished in January issue 2005	<u>Friday, June 14th</u> Team Presentations: Principle 1,2,3 Principles 4,5,6 Principles 7 & 8 **Role Play:** Constructing Dialogues based on principles of Supportive Communication

UNIT XI. C & D: DEVELOPING LEADERSHIP SKILLS – CONFLICT MANAGEMENT AND EMPOWERING
LEARNING OUTCOMES:
- Identify the sources of conflict, the types of conflict and a method of negotiating to reach "win – win" solutions
- Analyze the nature and benefits of "empowerment", its dimensions and how to support them

13° June 17th to 22nd	11. C. Managing Conflict 11. C. 1. Identifying "type" of conflict according to focus 11. C. 2. Sources of conflict 11. C. 3. The 5 conflict management styles 11. C. 4. Collaborative conflict resolution 11. D. Empowerment 11. D. 1. The 5 dimensions of empowerment 11. D. 2. Ways of supporting the dimensions 11. D. 3. Inhibitors to empowerment	<u>Wednesday, June 19th</u> Teacher Presentation: Conflict and Conflict Management Group Dynamic: "The Prisoners' Dilemma"
	Obligatory Reading: **Text:** 1. Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter pp 210 – 218 2. Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice Hall. Chapter 8.pp. 443-463	<u>Friday, June 21st</u> Team Presentations: Point: 11. D. 1 Point: 11. D. 2 Point: 11. D. 3 Discussion

UNIT XI. E & F: DEVELOPING LEADERSHIP SKILLS – DELEGATING AND MANAGING STRESS
LEARNING OUTCOMES:
- Identify the importance of delegating and how to do it so as to optimize leadership results.

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	• Gain an understanding of the phenomenon of "workplace stress", how to recognize its symptoms and what can be done to minimize its effects.	
14° June 24th to 29th	11. E. Delegation: What is it? Why is it important? 11. E. 1. Barriers to delegation: why don't People do it? 11. E. 2. Steps to Delegation 11. E. 3. The 5 levels of effective delegation 11. F. Stress Management 11. F. 1. Sources of Workplace Stress 11. F. 2. Ways for working people to manage stress 11. F. 3. What employers can do to reduce / alleviate workplace stress	<u>Wednesday, June 26th</u> Teacher presentation: Introduction Team presentations Article 1 – 11.E.1 Article 2 – 11.E.2 Article 3 – 11.E 3. Group Dynamic: Levels of Delegation <u>Friday, June 29th</u> **Reading Control #8:** done in teams Teacher presentation
	Reading: Text: Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 264- 268 **Articles "Delegation": Read the one assigned to your team** 1. Economy, P. (2014, December 19), "Five Levels of Remarkably Effective Delegation",Inc.com, https://www.inc.com/peter-economy/5-levels-of-remarkably-effective-delegation.html, retrieved February 16, 2019 2. "Successful Delegation: Using the Power of Others' Help" (no date) mindtools.com, https://www.mindtools.com/pages/article/newLDR_98.htm, retrieved February 16, 2019 3. Tanner, R. (2018, May 12), "Five Common Barriers to Successful Delegation", https://managementisajourney.comhttps://managementisajourney.com/five-common-human-barriers-to-effective-delegation/,retrieved February 17, 2019 **Research Paper:** Whitfield M, Cachia M,(2018) "How Does Workplace Stress Affect Job Performance?", New Vistas • Volume 3 Issue 2 • www.uwl.ac.uk •© University of West London, https://repository.uwl.ac.uk/id/eprint/4083/1/Whitfield-Cachia-2018-How-does-workplace-stress-affect-job-performance.pdf, retrieved March 13, 2019	
UNIT XII REVIEW OF ALL OF THE CONCEPTS PRESENTED **LEARNING OUTCOME:** • Consolidation of all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis		
15° July 1st to 6th	12. Analysis of a Leader: traits, attitudes, motivational style strategic capacity and change management with critical opinions.	<u>Wednesday, July 3rd</u> Presentations of Final Team Project & Reveiw <u>Friday, July 5th</u> Case Analysis #5: Excerpts from movie "Shackelton"
	Reading: Text: Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Review relevant chapters and pages	
16° July 8th To 13th	**FINARL EXAM**	

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VIII. References

Bibliography

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IX. Laboratory Support

Not required

X. Teacher

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