

## Standard Course Outline

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### I. General Information

- ♦ Course number: HRM 446
- ♦ Title: Leadership and Motivation in Organizations
- ♦ Units: 3
- ♦ Prerequisites: HRM 360, IS 301
- ♦ Course Coordinator / SCO Prepared by Dr. Vicki Scherwin
- ♦ Date prepared / revised: April 3rd, 2013

### II. Catalog Description

“Determinants of effective leadership and successful methods of motivating employees to achieve organizational goals. Identification of appropriate styles of leadership and methods for developing and applying leadership skills. Case studies, research, and simulation exercises.”

Letter grade only (A-F).

### III. Curriculum Justification(s)

Students will learn about leadership from an academic perspective, by reading real-world cases, and through individual self-assessment. The course will introduce past and present leadership theory so that students recognize the works of major leadership theorists and can apply theory to their work and personal lives. Students will be able to identify and adopt leadership styles and behaviors from other leaders in order to improve their own leadership. Self-assessment will encourage identifying students’ leadership traits, style, strengths and weaknesses. The cases, speakers, and exercises in the course are aimed at engaging students with the material and enabling them to see how the subject matter is directly relevant to their lives. Embedded in the specific subject matter of the course is an appreciation of the following CBA learning goals:

- Interpersonal, Leadership & Team Skills (General)
- Critical Thinking (General)
- Domestic & Global Environment: (Management Specific)

### IV. Course Objective(s)

***Interpersonal, Leadership & Team Skills:*** *Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.*

Specific HRM 446 learning goals: 1) Demonstrate understanding of team dynamics and personal strengths and weaknesses relevant to individuals in leadership positions. 2) Be able to provide suggestions for behaviors to enact in given situations based on leadership theory and knowledge.



Suggested methods of assessment: essay test questions, research paper, case analysis and presentation, self-assessment, peer evaluations, simulations.

**Critical thinking:** *Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Specific HRM 446 learning goals: 1) Research and examine systematically the challenges facing leaders of groups and organizations and critically evaluate potential approaches to address these problems. 2) Make logical and defensible recommendations that are consistent with the relevant facts, and effectively communicate these recommendations both orally (e.g., presentations, class discussion) and in writing. 3) Critically assess leadership theory.

Suggested methods of assessment: problem identification, and problem statement creation, objective test questions, essay test questions, research paper, case analysis and presentation, simulations.

**(Management Specific) Domestic & Global Environment:** *Students will be able to demonstrate knowledge of today’s dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.*

Specific HRM 446 learning goals: Demonstrate understanding of the special challenges leaders face in the global economy, including how national cultures affect management, how ethics differ across cultures, and gender issues in leadership.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation, simulations.

V. Outline of Subject Matter

The topic outline for the course is listed below. This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

Topics to be covered:
What is “leadership”?
The psychological issues which underlie leadership and followership.
Assessing individual strengths and weaknesses.
Academic approaches to leadership such as:
<ul style="list-style-type: none"> <li>• Trait theory</li> </ul>
<ul style="list-style-type: none"> <li>• Skills approach</li> </ul>
<ul style="list-style-type: none"> <li>• Style/Personality approach</li> </ul>
<ul style="list-style-type: none"> <li>• Leader Member Exchange</li> </ul>
<ul style="list-style-type: none"> <li>• Situational/Contingency theory</li> </ul>
<ul style="list-style-type: none"> <li>• Transformational leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Authentic leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Ethical leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Servant leadership</li> </ul>

Gender and leadership
Culture and leadership
Other relevant self-assessment

## VI. Methods of Instruction

- a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:
- Class lecture/examples/discussion
  - Individual and team case analyses
  - Written assignments including research papers
  - Self-assessment
  - Individual and team projects
  - Guest speakers
  - Debates
  - Simulations
- b) The textbooks for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and/or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the nature of the material covered, a custom course pack may be appropriate. In addition popular leadership texts may be included. The following is illustrative:
- Northouse, P.G., *Leadership: Theory and Practice*, 6th Ed., Sage Publications, 2013
  - Yukl, *Leadership in Organizations*, 8<sup>th</sup> Ed., Prentice Hall, 2012
  - Hughes, Ginnett, and Curphy: *Leadership: Enhancing the Lessons of Experience*, 7th Ed., McGraw-Hill, 2011.
  - Collins, *Good to Great*, Harper Business, 2011
  - Kouzes and Posner, *The Leadership Challenge*, 5<sup>th</sup> Ed., Josey-Bass, 2012
  - Readings packet
- c) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.”

## VII. Instructional Policies Requirements

- a. Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b. Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the



future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

- c. All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d. It is expected that all students attend classes regularly and be responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and courteous behavior. Make up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to the specific university policy on these issues.
- e. Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f. **Students with Disabilities:** Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.