



## **MGMT 7087 Managing Contemporary Organisations (MBA)**

### **Trimester 1 2022 Course Syllabus**

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Rev. 24/1/2022

**Class Meets:** Wednesday 5:00 – 8:00 pm, Nexus 10 704/705

### **COURSE OVERVIEW**

This course exposes students to some key influences and perspectives on the management of organisations. Its focus is primarily on human issues that affect and are dealt with by managers day-to-day. The course is an extension of "*Fundamentals of Leadership*" and provides the background and theoretical framework for more advanced studies in business management. Some of the topics addressed may, at first, seem somewhat theoretical or even 'philosophical' in nature, but the whole course is designed to provide students with the foundation for practical action in the field.

### **ABOUT THE INSTRUCTOR**

Chia-Yen (Chad) Chiu is an Associate Professor in Leadership at the Adelaide Business School, the University of Adelaide. He holds a Ph.D. in Organizational Behavior and Human Resources from the University at Buffalo, the State University of New York. Dr. Chiu's research interests include positive leadership (e.g., humility), team leadership (e.g., shared leadership), and leaders' wellbeing. Before joining the University of Adelaide, Chad was the Associate Director of the Centre for Workplace Excellence, University of South Australia, where he won multiple research and teaching awards.

Chad has published in multiple top peer-reviewed journals in the academic field of organisational research (ABDC A\*; FT 50 Journals), such as *Journal of Applied Psychology*, *Journal of Management Studies*, *Leadership Quarterly*, *Human Relations*, and *Journal of Organizational Behavior*. He currently serves on the editorial boards of different A\*/FT 50 journals, including *Journal of Management*, *Journal of Organizational Behavior*, and *Human Relations*.

He also teaches various courses related to leadership and people management in organisations at both undergraduate and post-graduate levels in Australia, Hong Kong, and the United State. His leadership-relevant courses (for undergraduate and MBA students) are among the top-rated courses in various Australian and US universities.

Here is Chad's personal website: <https://www.chiayenchadchiu.com/>

## READINGS

- Robbins, SP, Judge, T, Edwards, M, Sandiford, P, FitzGerald, M & Hunt, J 2020, *Organisational Behaviour*, 9th edition., Pearson Australia, Melbourne VIC. ISBN: 9781442528550 (Recommended textbook)
- Wood, JM, Zeffane, R, Fromholtz, M, Wiesner, R, Morrison, R, Factor, A, & McKeown, T 2019, *Organisational Behaviour: Core Concepts and Applications*, 5<sup>th</sup> edition., John Wiley & Sons Australia, Brisbane QU. ISBN: 9780730363422

**\*\*Note:** The Robbins' book is the recommended textbook, but you can choose to use Wood's book if you already have it. ***You do NOT have to read both; just pick the one you prefer.*** The UoA library has the e-text licences for the both books.\*\*

- *HBR Case Study: Mkhiva Trust: Contextualizing a Couple's Servant Leadership*, By Scheepers et al. 2020 (USD: \$4.25 per copy). You can purchase the case here <https://hbsp.harvard.edu/import/896836>. ***We will discuss this case in Week 10.***
- Other reading materials are available on the My Uni website. Please check the class schedule (see p. 12 in this document) for details.

## ASSESSMENT OVERVIEW

Here is a summary of your assessments:

Form of Assessments	Requirement	Due Date (Adelaide Time)	Weighting
Class Engagement and Group Discussions	See Below	Weekly	25%
Reflective Report	3000 words	13 March 2022 at 11:59pm through <b><i>My Uni</i></b>	40%
Essay	2400 words	17 April 2022 at 11:59pm through <b><i>My Uni</i></b>	35%

- Please retain a copy of all assignments submitted. Assignments will be submitted electronically in **Microsoft Word format** (i.e., no pdf file).
- I will aim to mark and return assignments electronically to students within two (2) weeks of the due date, with written feedback.
- You are expected to submit your work by the due date. All requests for extensions must be emailed to me in charge of the course before the due date. Each request will be assessed on its merits. A late assignment (without prior arrangement) may be **penalised by a 5% mark reduction for each day** that it is late.
- Plagiarism is a serious academic misconduct (see <http://www.adelaide.edu.au/policies/230/> <http://www.adelaide.edu.au/policies/465/>).

## **ASSESSMENT 1: CLASS ENGAGEMENT AND GROUP DISCUSSIONS (25%)**

This assessment includes two parts:

- Weekly class participation/engagement (10%)
- Group case study discussions (Week 3 & Week 10; 15%)

You will receive a brief assessment report from me summarising your engagement and group contributions after we finish all the topics (i.e., after Week 13). If you anticipate difficulties of meeting these requirements, please discuss your personal issues with me and let me know how I can help you.

### **Class Engagement (10%)**

You are expected to attend every class and join the discussions. However, please note that simply attending courses does not mean you will receive the full marks here. Fundamental to this course is learning how to diagnose and understand both your own and others' real-life experiences and sharing thoughts on the various readings and theories. Your participation is needed to accomplish this goal. Put simply, you learn more and others learn more when you add value through your engagement and I will try to make sure that everyone who wants to participate can do so.

Here is a further description of ways in which you can make contributions to class:

- Respond to questions (provide articulate answers, summaries, findings, facts, quotes)
- Spontaneously offer your perspective (work-based, class-based)
- Actively promote class discussion
- Be respectful and parsimonious (get to the point, stay on point, don't "hog" air time)

### **Group Discussion (15%)**

There are two comprehensive cases for you to discuss in class in Week 3 and 10. Your grade will be determined by both

- Peer evaluations on your contributions in completing the two group discussions (10%)
- My evaluations on your group answers (5%)

In Week 3 and Week 10, you will be randomly assigned into a 5-person team and discuss the cases with your teammates. I will raise several questions for you to address based on the discussions. You are expected to provide necessary assistance to your teammates in this process. After each discussion, you will need to submit a peer evaluation form to identify the major contributors in your team (see the peer evaluation form below). The two peer evaluations will determine 10% of your final grade.

In addition, I will evaluate your group answers based on the (1) clarity and (2) logic of your proposed solutions and suggestions. Everyone in the same team will share an equal score. The two case study answers will determine 5% of your final grade.

**MGMT 7087 Group Discussion Peer Evaluation Form**

**Case (Week 3 or 10):**

**Name:**

**Student ID:**

**Team Performance:** Based on a scale of 1 (among the worst) to 5 (among the best), what team performance score you will give to your team. Do you think your team show a good effectiveness? Why? (200 words max.)

**Individual Contributions:** In this section, please nominate people who make significant contributions (e.g., providing leadership, proactively helping others, coordinating different opinions...) in the process of the discussion. You can nominate multiple members. You can also do self-nomination. For each nomination, please use about 50 words to briefly describe his/her contributions. **Please note that your comments will be kept confidential and your peers will NOT know who makes the comment.**

**Marking Rubrics:**

<b>Key assignments criteria and sub-weighting (%)</b>	<b>Unsatisfactory (F)</b>	<b>Satisfactory (P/C)</b>	<b>Good (HC/D)</b>	<b>Excellence (HD)</b>
<p><b>40%</b></p> <ul style="list-style-type: none"> <li>Class participation &amp; engagement</li> </ul>	<p>Miss most classes (i.e., &gt; 6 weeks)</p> <p>Do not participate in in-class discussion</p>	<p>Attend most classes</p> <p>Passively join in-class discussion (e.g., speak only when being asked)</p>	<p>Attend most classes</p> <p>Actively participate in discussions</p> <p>Voluntarily share personal experience and feedback</p>	<p>Attend most classes</p> <p>Actively participate in discussions</p> <p>Voluntarily share personal experience and feedback</p> <p>Help to summarise and/or coordinate different opinions and viewpoints</p>
<p><b>40%</b></p> <ul style="list-style-type: none"> <li>Group Case Study Discussions: Peer Review</li> </ul>	<p>Make very minimal contribution</p> <p>Do not participate in the group discussion</p>	<p>Passively join the group discussion (e.g., speak only when being asked)</p>	<p>Actively participate in discussions</p> <p>Being nominated as the major contributor by some peers</p>	<p>Actively participate in discussions</p> <p>Being nominated as the major contributor by most peers</p>
<p><b>20%</b></p> <ul style="list-style-type: none"> <li>Group Case Study Discussions: The clarity and logic of the answers</li> </ul>	<p>Poor clarity and no or limited logic to arguments.</p>	<p>Satisfactory level. Meets expectations for clarity and logic</p>	<p>Good clarity and Structured logic that sets a clear and defensible position.</p>	<p>Excellent clarity and impeccable logic.</p>

## ASSESSMENT 2: REFLECTIVE REPORT (40%)

### Assessment Requirements

In this reflective report, you are required to evaluate your own leadership capabilities based on the theoretical aspects we discuss from Week 2 to Week 5.

Your report should be organised as following (3000 words +/- 10%):

- **Introduction:** Who are you as a leader? Who are the primary followers or targets for you to demonstrate your leadership? (about 100 words)
- **Evaluation 1:** Please evaluate yourself based on the notion of *Individual Differences* (Week 2). What are your strengths and weakness as a leader? (600 words)
- **Evaluation 2:** Please evaluate yourself based on the notion of *Personality and Values* (Week 3). What are your strengths and weakness as a leader? (600 words)
- **Evaluation 3:** Please evaluate yourself based on the notion of *Perceptions and Decision Making* (Week 4). What are your strengths and weakness as a leader? (600 words)
- **Evaluation 4:** Please evaluate yourself based on the notion of *Motivation and Empowerment* (Week 5). What are your strengths and weakness as a leader? (600 words)
- **Integrative Summary:** Based on the four evaluations, what will you do to maximise the impacts of your strengths to compensate for your weakness? Please note that we do not hope you to change who you are. We hope you can identify at least two (2) actionable strategies that you can adopt to amplify your influence in organisations (500 words)
- **References (not included in the word counts)**

### General Advice

#### **Introduction:**

In the introduction, please describe your leadership experience and background. What is your current leadership roles and duties? How many years of leadership experience do you have? Who are your followers?

#### **Evaluations:**

In this course, we hope to practice how to make “evidence-based” decisions – That is, we hope to make judgements based on a combination of (1) *critical thinking* and the (2) *best available evidence*.

The theoretical aspects we discuss every week should help you to stimulate your critical thinking. You do not have to cover every aspect in your paper. Instead, you are encouraged to focus on only one or few aspects that are most relevant to your work context. Evidence includes information, facts, or data supporting/contradicting a claim, assumption, or hypothesis.

In each evaluation, make sure you cover both components.

For the critical thinking components, you are expected to *correctly define your chosen theoretical aspect* and *explain how this aspect is relevant to your leadership capabilities*.

For the evidence component, I hope you can *provide specific behavioural examples* to support your reflections. You can use pseudonyms in the examples to protect others' identities.

### ***Integrative Summary:***

Based on the four evaluations you have made, I hope you can build a clear profile about your own strengths and weakness as a contemporary organisational leader. Then, please identify at least two strategies that you can play with your edge in the future. Please note that I am not simply asking you to improve yourself or overcome your weakness. Rather, I am hoping to see how you can *maximise your strengths to compensate your weakness*.

For instance, if you think being an introvert is your leadership weakness, I do not hope to see you propose to “become more sociable”. Instead, I hope you can figure out some solutions that you can still be a successful introvert leader. We will discuss more details in class.

### ***References (Harvard Referencing Style):***

You can find a Harvard referencing guide here:

<https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/harvard-referencing-guide.pdf>

### **Other Tips**

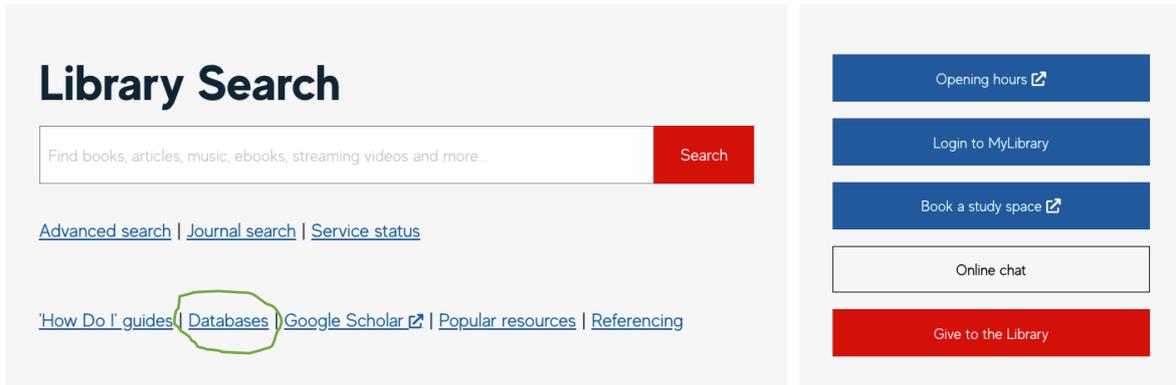
- This is a writing assignment. Thus, your mark will be determined by how clearly you can express yourself to show that you understand the course materials and can apply them to evaluate yourself. ***This assignment is NOT about your overall leadership quality***. You can be a developing leader but still get a good mark by showing that you understand different theoretical perspectives and making actionable plans.
- Each week, we will discuss many theories or theoretical constructs/perspectives. ***You do not have to adopt all of them in your evaluations***; please select the one/ones that better fits/fit your context.

### **Marking Rubrics (see next page)**

<b>Key assignments criteria and weight (%)</b>	<b>Unsatisfactory (F)</b>	<b>Satisfactory (P/C)</b>	<b>Good (HC/D)</b>	<b>Excellence (HD)</b>
<p><b>50%</b></p> <ul style="list-style-type: none"> <li>Integrates the classroom concepts, framework and theories with one's own insights and reflections.</li> <li>Clearly shows the link between theory and how it applies in your case/scenario- through behavioural examples.</li> </ul>	Inadequate integration of classroom framework and concepts into the reflection.	Satisfactory linkage between concepts and personal behavioral examples and reflections. Provides evidence based assessment with adequate theoretical considerations.	Good analysis of one's own's leadership attributes and careful integration with theory and concepts. Relevant and appropriate referencing.	Excellent analysis with great integration of concepts, framework and theories with one's own insights and reflections. Provides relevant behavioral examples and referencing to evidence.
<p><b>20%</b></p> <ul style="list-style-type: none"> <li>Develops and presents personally relevant action implications of your analysis. Application of concepts to achieve your goals.</li> </ul>	Inadequate description of action plans based on analysis of one's own leadership attributes.	Adequate description of action plans based on analysis of one's own leadership attributes.	Thorough Analysis and development of action plans for leadership development.	Insightful development of personally relevant action plan for leadership development.
<p><b>20%</b></p> <ul style="list-style-type: none"> <li>Clarity: Student provides clarity in their communication; Logic is well-developed; follows the reflective writing tips and outline provided in the assessment instructions.</li> </ul>	Poor clarity and no or limited logic to arguments.	Satisfactory level. Meets expectations for clarity and logic	Good clarity and Structured logic that sets a clear and defensible position.	Excellent clarity and impeccable logic.
<p><b>10%</b></p> <ul style="list-style-type: none"> <li>References and Referencing Style (Harvard referencing style)</li> </ul>	Does not cite material obtained from other sources. Significant errors in referencing conventions.	Mostly attempts to cite material obtained from other sources. Some errors in referencing conventions	Effectively integrates and cite material obtained from other sources. No errors in referencing conventions.	Critically and insightfully integrates and cites material obtained from other sources. No errors in referencing conventions.

## How to Search Scholarly Work

1. Go to UoA Library webpage: <https://www.adelaide.edu.au/library/>



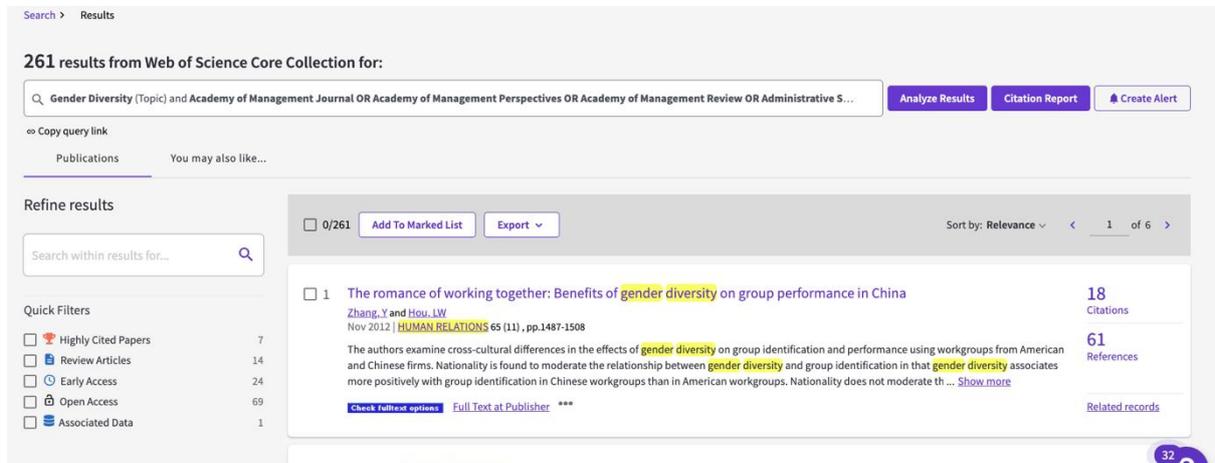
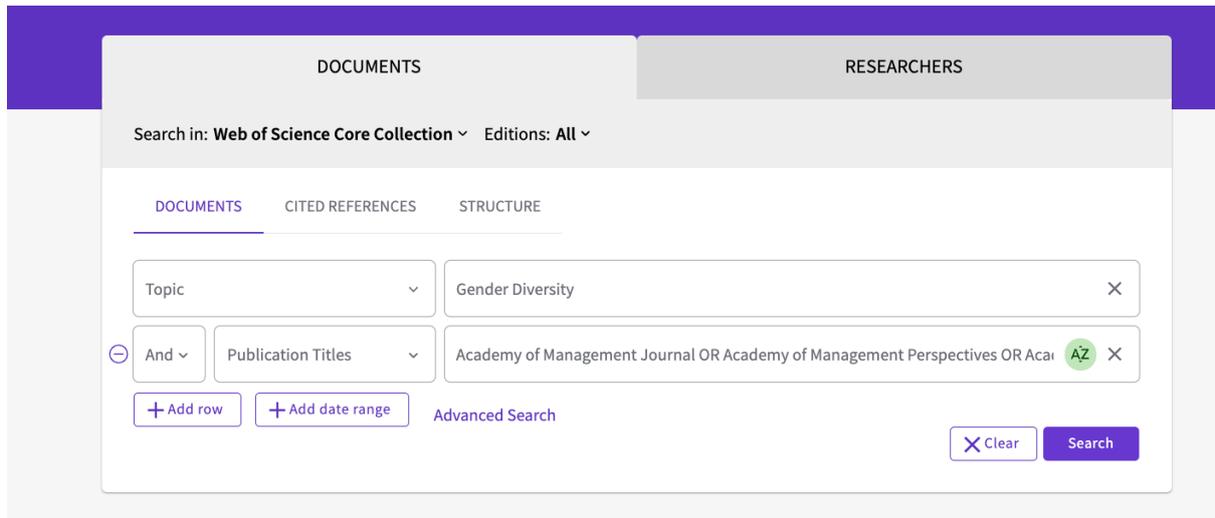
- (1) Click on “Databases”
  - (2) Enter the search term “Web of Science”
  - (3) Click on the “Web of Science” link
  - (4) Please sign in with your UoA details
  - (5) Click on the “Web of Science” link under “Full text availability”
2. Find articles related to your topic
    - (1) Type your search term (e.g., Gender Diversity, Expectancy Theory, Type A/B....) into the search field; make sure that “Topic” is selected as the search category
    - (2) In the second row, select “Publication Titles” as the search category for this field  
***\*\*NOTE: These are the top journals in leadership studies (with only 5-8% acceptance rate). I usually recommend people to read articles from these journals only. This is step is not mandatory. You can skip this step if you want\*\****

Copy and paste this search string into the new field:

Academy of Management Journal OR Academy of Management Perspectives OR  
Academy of Management Review OR Administrative Science Quarterly OR  
Human Relations OR Journal of Applied Psychology OR Journal of International  
Business Studies OR Journal of Management OR Journal of Management Studies  
OR Journal of Organizational Behavior OR Leadership Quarterly OR  
Organization Science OR Organizational Behavior and Human Decision

Processes OR Personnel Psychology OR Psychological Science OR Strategic Management Journal

(3) Click the search button and you should see the articles shown in a separate webpage



(4) Finally, click on the “Full Text at Publisher” link to download the paper

## ASSESSMENT 3: ESSAY (35%)

### Assessment Requirement

In the second half of the course (Week 7 – 12), we will discuss MANY tough decisions or challenges for managing contemporary organisations. For the purpose of this assignment, you are expected to select two (2) tough decisions and provide solutions.

Here are some examples of the challenges we will discuss in class:

Week	Topics	Related Example Challenges
Week 7	Group and Work Teams	<ul style="list-style-type: none"><li>• Respect Personal Interests vs Promote Collective Values</li><li>• Encourage High Performers vs Help People to Catch Up</li></ul>
Week 8	Power, Influence, & Politics	<ul style="list-style-type: none"><li>• Maintain Popularity &amp; Liking vs Make Tough Decisions</li><li>• Maintain Stability vs Encourage Autonomy</li></ul>
Week 9 & 10	Leadership	<ul style="list-style-type: none"><li>• Be Nice vs Be Tough</li><li>• Leadership Perceptions (good for yourself) vs Leadership Effectiveness (good for others)</li><li>• Respect Individuals' Uniqueness vs Promote Group Unity</li></ul>
Week 12	Organisational Climate & Culture	<ul style="list-style-type: none"><li>• End Values (Goal) vs Instrumental Values (Process)</li><li>• Diversity vs Meritocracy</li></ul>

Pick the two challenges that interest you most. These challenges could be some scenarios that you experienced in the past, you are currently coping with, or you anticipate they will happen in the future. You can go beyond what was discussed in class – as long as you can discuss it clearly as a challenge of managing contemporary organisations.

You will be required to write an essay about how you will cope with these challenges given what theories and learnings you have had from this course.

### Essay Structure (2400 words +/- 10%)

Here is the recommended writing structure for each leadership challenge (1200 words for each discussion):

- **Describe the challenge (300 words):** What is the scenario? Provides concise and only relevant details to build the context/situation: When, where, what and how the challenge comes to exist. You are encouraged to present your challenges in a format of “dilemmas”.

The definition of a dilemma is “*a situation in which a difficult choice has to be made between two alternatives, especially ones that are equally undesirable*”. Thus, it is ideal for you to clearly lay out the two (or more) choices that you need to make (e.g.,

should I allocate the funding to the top researchers in my group or should I help developing researchers to grow).

- **Relevance to Theories/Constructs (450 words):** Which theory, framework and concept helps you to decide between options and help resolve your challenge? Provide specific in-depth analysis (with citation) of how the theory/framework helps to resolve the challenges?

Again, when you adopt any theory or construct, please ensure that you offer clear definitions of these theories/constructs.

- **Moving Forward – How will you cope with the challenge (450 words):** Develop two specific strategies/plans for managing this particular challenge and provide which theory and class learnings support the two plans. Please provide “evidence-based” strategies, plans, or solutions.

If you are discussing a challenge that happened in the past, please discuss what you decided in the past and whether or not you will make a different decision.

### Other Tips

- You do NOT have to insert a summary or conclusion paragraph.
- Your mark will be determined by the *depth of your analysis*. That said, you do not have to cover all theories/constructs we discussed in this course. Please select those most relevant to your context and/or scenarios.
- You can use pseudonyms if you do not want to reveal the real identities of people you mention in your reports or essay.
- You are highly recommended to offer "evidence-based" support to justify your answer. Specific behavioural examples are also welcome.
- Please use Harvard Referencing style:  
<https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/harvard-referencing-guide.pdf>

### Marking Rubrics (see next page)

<b>Key assignments criteria and weight (%)</b>	<b>Unsatisfactory (F)</b>	<b>Satisfactory (P/C)</b>	<b>Good (HC/D)</b>	<b>Excellence (HD)</b>
<b>15%</b> <u>Describe the leadership challenges:</u> <u>Provides context/situation-</u> When, where, what and how and the outcome.	Inadequate explanation of the situation and key issues.	Adequate explanation of the situation and key issues.	Thorough explanation of the situation and key issues.	Insightful explanation of the situation and key issues.
<b>35%</b> <u>Relates the challenge to concepts and theories discussed in the course.</u> Describes and provides rationale for which theory, framework and concept helps you to understand this challenge and to resolve it as you lead in the future.	Inadequate integration of challenges with classroom frameworks and concepts.	Satisfactory linkage between leadership challenges and concepts discussed in class. Provides evidence based assessment of which theoretical framework helps to resolve and understand challenges.	Good analysis of challenges and how it theories and concepts discussed in class. Careful integration with theory and concepts. Relevant and appropriate referencing.	Excellent analysis with great integration of concepts, framework and theories with one's own description of leadership challenges. Provides rationale for which theory, framework and concept helps them to better understand and resolve these challenges.
<b>35%</b> <u>Moving forward how will you resolve this challenge:</u> Provides "evidence-based" Strategies, plans and solutions for the future and provide evidence from theory and class learnings to support the plan	Inadequate description of evidence based strategies to resolve challenge and inadequate integration of classroom framework and concepts into the plan.	Satisfactory description of evidence based strategies to resolve challenge. Satisfactory integration of classroom framework and concepts into the plan. Provides satisfactory theoretical considerations for plan.	Good analysis of one's own's leadership attributes and careful integration with theory and concepts. Relevant and appropriate referencing.	Excellent analysis with great integration of concepts, framework and theories with one's own insights and reflections. Provides relevant behavioral examples and referencing to evidence.
<b>10%</b> <u>Clarity:</u> Student provides clarity in their communication; Logic is well-developed; follows the reflective writing tips and outline provided in the assessment instructions.	Poor clarity and no or limited logic to arguments.	Satisfactory level. Meets expectations for clarity and logic	Good clarity and Structured logic that sets a clear and defensible position.	Excellent clarity and impeccable logic.
<b>5%</b> <u>References and Referencing Style</u> (Harvard referencing style)	Does not cite material obtained from other sources. Significant errors in referencing conventions.	Mostly attempts to cite material obtained from other sources. Some errors in referencing conventions	Effectively integrates and cite material obtained from other sources. No errors in referencing conventions.	Critically and insightfully integrates and cites material obtained from other sources. No errors in referencing conventions.

## CLASS SCHEDULE

You can access to most of these readings via the Library link or download them from your My Uni webpage. Please complete these readings before you come to class.

R = Robbins' book, W = Wood's book

Weeks	Topics	Readings	Note
Week 1 (2 Feb)	Course Introduction: Challenges in Managing Organisations	<ul style="list-style-type: none"> <li>• R-Ch1 (W-Ch1)</li> <li>• Pfeffer, J, &amp; Sutton, RI 2006, 'Evidence-based management'. <i>Harvard Business Review</i>, vol. 84, no. 1, pp. 62-74.</li> <li>• Pfeffer, J, &amp; Veiga, JF 1999, 'Putting people first for organizational success'. <i>Academy of Management Executive</i>, vol. 13, no. 2, pp. 37-48.</li> </ul>	
Week 2 (9 Feb)	Diversity and Individual Differences	<ul style="list-style-type: none"> <li>• R-Ch2 (W-Ch2)</li> <li>• Dobbin, F &amp; Kalev, A 2016, 'Why diversity programs fail'. <i>Harvard Business Review</i>, vol. 94, no. 7, pp. 52-60.</li> <li>• Smith, DG, Rosenstein, JE, &amp; Nikolov, MC 2018, 'The different words we use to describe male and female leaders', <i>Harvard Business Review</i> online article. [<a href="#">Link</a>] *here is the original study: Smith, DG, Rosenstein, JE, Nikolov, MC, &amp; Chaney, DA 2019, 'The power of language: Gender, status, and agency in performance evaluations', <i>Sex Roles</i>, vol. 80, pp. 159-171</li> </ul>	
Week 3 (16 Feb)	Personality and Values	<ul style="list-style-type: none"> <li>• R-Ch4 (W-Ch2)</li> <li>• HBR Case Study: The Nice Guy, by Edelman and Hiltabiddle 2006 *We will discuss this case in class.</li> <li>• Badura, KL, Grijalva, E, Galvin, BM, Owens, BP, &amp; Joseph, DL 2020. 'Motivation to lead: A meta-analysis and distal-proximal model of</li> </ul>	

		<p>motivation and leadership'. <i>Journal of Applied Psychology</i>, vol. 105, no. 4, pp. 331-354.</p> <p>*please focus on the explanation of Table 3 (pp. 340) and their research conclusions.</p>	
Week 4 (23 Feb)	Perceptions, Attributions, and Decision-Making	<ul style="list-style-type: none"> <li>• R-Ch3&amp;6 (W-Ch12)</li> <li>• Munzo, E. (2011, January 26). The ladder of inference creates bad judgment. YouTube Video. [<a href="#">Link</a>]</li> <li>• Ariely, Dan. (2009, May). Are we in control of our own decisions? TED talk. [<a href="#">Link</a>]</li> <li>• Garvin, DA, &amp; Roberto, MA 2001, 'What you don't know about making decisions', <i>Harvard Business Review</i>, vol. 79, no. 8, pp. 108-119.</li> </ul>	
Week 5 (2 Mar)	Motivation and Empowerment	<ul style="list-style-type: none"> <li>• R-Ch7 (W-Ch3)</li> <li>• Kerr, S 1975, 'On the folly of rewarding A, while hoping for B', <i>Academy of Management Journal</i>, vol. 18, no. 4, pp. 769-783.</li> <li>• Aguinis, H, Joo, H &amp; Gottfredson, RK 2013, 'What monetary rewards can and cannot do: How to show employees the money', <i>Business Horizons</i>, vol. 56, pp. 241-249.</li> <li>• Bunderson, JS &amp; Thompson, JA 2009, 'The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work', <i>Administrative Science Quarterly</i>, vol. 54, no. 1 pp. 32-57.</li> </ul>	
Week 6 (9 Mar)	Find Your Edge (Guest Speaker) & Review of the Individual Level Aspects	<ul style="list-style-type: none"> <li>• Ibarra, H. 2018, June 28. The Authenticity Paradox. TED talk. [<a href="#">Link</a>] **here is the original article: Ibarra, H, 2015, 'The authenticity paradox', <i>Harvard Business Review</i>, vol. 93, no. 1/2, pp.53-59.</li> <li>• Book Summary: From Good to Great. YouTube Video [<a href="#">Link</a>]</li> </ul>	<b>Assessment 1 Due: 13 March at 11:59pm</b>
Week 7 (16 Mar)	Groups and Work Teams	<ul style="list-style-type: none"> <li>• R-Ch8&amp;9 (W-Ch6&amp;7)</li> <li>• Hackman, JR., 2009. 'Why teams don't work. Interview by Diane Coutu', <i>Harvard Business Review</i>, vol.87, no. 5, pp.98-105. **here is the original article:</li> </ul>	

		<p>Hackman J.R. 2002. Why Teams Don't Work. In: Tindale R.S. et al. (eds) Theory and Research on Small Groups. Social Psychological Applications to Social Issues, vol 4. Springer, Boston, MA.</p> <ul style="list-style-type: none"> <li>• Morgeson, FP, DeRue, DS, &amp; Karam, EP 2010, 'Leadership in teams: A functional approach to understanding leadership structures and processes', <i>Journal of Management</i>, vol. 36, no. 1, pp. 5-39.</li> </ul>	
Week 8 (23 Mar)	Power, Social Influence, & Organisational Politics	<ul style="list-style-type: none"> <li>• R-Ch12 (W-Ch10)_</li> <li>• Cialdini, R, &amp; Cliffe, S, 2013, 'The uses (and abuses) of influence', <i>Harvard Business Review</i>, vol. 91, no. 7-8, pp.76-81.</li> <li>• Cialdini, R, 2012, Science of persuasion. YouTube Video. [Link]</li> <li>• Cuddy, A, Kohut, M, &amp; Neffinger, J, 2013, 'Connect the lead', <i>Harvard Business Review</i>, vol. 91, no. 7-8, pp. 54-61.</li> </ul>	
Week 9 (30 Mar)	Leadership – 1: Conventional Views	<ul style="list-style-type: none"> <li>• R-Ch11 (W-Ch11)</li> <li>• Goleman, D. 2004, 'What makes a leader?', <i>Harvard Business Review</i>, vol. 82, no. 1, pp. 82-91.</li> <li>• Maner, J. 2016, 'Good bosses switch between two leadership styles', <i>Harvard Business Review</i>.</li> <li>• DeRue, DS, Nahrgang, JD, Wellman, NED, &amp; Humphrey, SE. 2011, 'Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity', <i>Personnel Psychology</i>, vol. 64, no. 1, pp. 7-52.</li> </ul>	
Week 10 (6 Apr)	Leadership – 2: Contemporary Views	<ul style="list-style-type: none"> <li>• R-Ch11 (W-Ch11)</li> <li>• HBR Case: <i>Mkhiwa Trust: Contextualizing a Couple's Servant Leadership</i> **Note: You have to purchase this case (\$4.25) through the HBR**</li> <li>• Lemoine, GJ, Hartnell, CA, &amp; Leroy, H 2019, 'Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership'. <i>Academy of Management Annals</i>, vol. 13, no. 1, 148-187.</li> </ul>	

Week 11 (13 Apr)	Become Socially Influential (Guest Speaker) & Review of the Interpersonal Aspects	<ul style="list-style-type: none"> <li>• Sinek, S. (May 2014) Why good leaders make you feel safe. TED Talk. <a href="#">[Link]</a></li> <li>• Sinek, S. (Sep 2009). How great leaders inspire action. TED Talk. <a href="#">[Link]</a></li> </ul>	
Week 12 (Apr 20)	Organisational Culture	<ul style="list-style-type: none"> <li>• R-Ch15 (W-Ch9)</li> <li>• Schein, EH, &amp; Schein, PA, 2016, 'How to define culture in general', In EH Schein &amp; PA Schein (eds), <i>Organizational culture and leadership</i>, John Wiley &amp; Sons, New Jersey, pp. 3-16.</li> <li>• Schein, EH, &amp; Schein, PA, 2016, 'The structure of culture: Three levels of analysis', In EH Schein &amp; PA Schein (eds), <i>Organizational culture and leadership</i>, John Wiley &amp; Sons, New Jersey, pp. 17-30.</li> <li>• Chatman, JA, &amp; Cha, SE, 2003, 'Leading by leveraging culture', <i>California Management Review</i>, vol. 45, no. 4, pp. 20-34.</li> </ul>	<b>Assessment 2 Due: 24 April at 11:59pm</b>
Week 13 (Apr 27)	Contemporary Issues in Organisations – Leader Humility and Leadership Burnout	<ul style="list-style-type: none"> <li>• Cable, D, 2018, 'How humble leadership really works'. <i>Harvard Business Review</i>, vol. 23, pp.2-5.</li> <li>• Chiu, CY, Nahrgang, JD, Bartram, A, Wang, J, &amp; Tesluk, PE, 2021, 'Research: Informal leadership comes at a cost', <i>Harvard Business Review</i> online article. <a href="#">[Link]</a> **Nominated as one of the most-read research articles in HBR 2021. **Here is the original article: Chiu, CY, Nahrgang, JD, Bartram, A, Wang, J, &amp; Tesluk, PE. 2021, 'Leading the team, but feeling dissatisfied: Investigating informal leaders' energetic activation and work satisfaction and the supporting role of formal leadership'. <i>Journal of Organizational Behavior</i>, vol. 42, no. 4, pp. 527-550.</li> <li>• Segal, E. 2021, 'Leaders and employees are burning out at record rates: New survey', <i>Forbes Magazine</i> online article. <a href="#">[Link]</a></li> </ul>	