



MEJO 653.1 Leadership in a Time of Change

Lee Meredith

Monday/Wednesday 3:30-4:45 p.m.

143 Carroll Hall

Sakai site: <https://sakai.unc.edu/portal/site/8b336fd7-c072-4487-a7a9-4ec078dcbc2c>

Zoom site: <https://unc.zoom.us/j/93091872780?pwd=dFBmUkFJSm54cnFnT0M1UlkyZnNsQT09>

(Meeting ID: 930 9187 2780, Passcode: 149422)

Fall 2021

Instructor Contact Information

225-400-7711

lm Meredith@unc.edu

Office hours by Zoom (<https://unc.zoom.us/my/leemeredith>)

Tuesday and Thursday, 10:00-11:30 a.m. or by appointment

PRE-REQUISITES: For Seniors only

COURSE DESCRIPTION:

To be clear, every time is a time of change. Still, it's hard to imagine a more significant era of change for the leaders of media businesses. Leaders of all professions and organizations have struggled to address a once-in-a-century pandemic, social and political protests including our national reckoning on racial issues and recent technological changes that have dramatically changed the way we live. The leaders of media businesses find themselves at ground zero in all these areas of dramatic change. Our course, "Leadership in a Time of Change," examines the critical strategic choices facing leaders as they interact and cope with these rapid changes in business, political and social settings.

The course introduces applied and advanced concepts in strategic decision-making, organizational behavior and operational management.

"Leadership in a Time of Change" is designed for future leaders, seeking to incorporate the best principles of strategy and leadership into their daily routine and into the vision and management of the organizations they will inherit or create. This includes:

- Business, strategic communication, advertising and marketing entrepreneurs who plan to work for or establish a for-profit enterprise.
- Future leaders in information-heavy sectors such as intelligence and government.
- Journalists who aspire to cover business, politics and policy, or to manage news operations.

- Future executives of nonprofit or mission-driven organizations.

This course tends to attract a diverse group of students from various disciplines, including business, media and the military. If your experience is typical, you will find that you learn from the diversity of experiences and skills of your fellow classmates.

OBJECTIVES:

Many of you will have objectives specific to your long-term aspirations. I try to select readings and class assignments so that you emerge with:

- An historical appreciation for leadership and strategy development in the business, political and military arenas, and a nuanced understanding of the strengths and weaknesses of historical and contemporary leaders in each of those fields.
- Familiarity with recent research on strategic and organizational concepts, including high performance teams, innovation, organizational structure, creative destruction, ethical decision-making, confirmatory bias, and diversity issues.
- In-depth knowledge of the strategic and organizational challenges facing 21st-century executives of all types of institutions.
- Experience researching, analyzing and communicating about the leadership challenges of managing change in the workplace and the larger world.
- A framework for assessing your own leadership strengths and weaknesses and coming up with a “game plan” for lifelong learning and improvement.

ATTENDANCE POLICY:

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

This is a class about learning to be a leader. The first requirement of leadership is actually showing up. If you cannot attend a class due to illness, notify me by phone or email **prior** to class. Otherwise, your absence will be unexcused. If you believe you will need to miss a class for a reason that falls within the policy above on University Approved Absences, please communicate with me in writing as soon as

practical. The University attendance policy is listed [here](#) for reference. Regular tardiness (more than 10 minutes late on three occasions) will also be treated as an absence.

REQUIRED MATERIALS:

Leadership: Theory and Practice, Peter G. Northouse. (Ninth Edition). Sage. (THE NINTH EDITION REPRESENTS A SIGNIFICANT UPDATE, SO PLEASE GET THIS ONE.)

Simulation -- [Leadership and Team Simulation: Everest V3](#)

You will also need to read **one** of the following books on leadership:

- *Leading Change*, John Kotter
- *Forged in Crisis: The Power of Courageous Leadership in Turbulent Times*, Nancy Koehn
- *The Five Dysfunctions of a Team*, Patrick Lencioni
- *Leaders Eat Last*, Simon Sinek
- *Seven Strategy Questions*, Robert Simons
- *Good to Great*, Jim Collins
- *No Filter: The Inside Story of Instagram*, Sarah Frier
- *Influence: The Psychology of Persuasion*, Robert B. Cialdini
- *Leadership on the Line*, Ronald Heifetz and Marty Linsky, Harvard Business School Press
- *Discover Your True North*, Bill George

While numerous books on leadership are published each year, these have been chosen because the material in the book has been researched and vetted, often in an academic setting. The books will be assigned during the first week of class. You may not choose a book you have already read. I'll try to match everyone with one of their preferred choices. If too many people sign up for the same book, you may not get your first choice.

Other readings: A few supplementary readings will be assigned to cover material not in the text. The reading of the New York Times, the Wall Street Journal and other periodicals is encouraged. Many publications are available through the UNC library system and at discounted rates to students. In addition, you should sign up to receive updates from at least one of the following websites:

- <http://hbswk.hbs.edu/> (Harvard)
- www.gsb.columbia.edu/ideasatwork (Columbia)
- knowledge.wharton.upenn.edu (University of Pennsylvania)
- www.mckinsey.com/insights (McKinsey & Co.)
- www.strategy-business.com (Strategy&, formerly Booz & Company)

Stories and issues explored within these publications and websites will be discussed from time to time and will be your source for current event topics.

IN-CLASS PARTICIPATION:

You will need to actively participate in class. Participation will include discussion of the text material and the leadership books, and presentation of current events.

MYERS-BRIGGS ASSESSMENT:

You will need to complete the Myers-Briggs Type Indicator (MBTI) assessment, or one of the similar assessment tools that is available for free online. If you have already completed this assessment, you don't have to do it again, but you will need your report. If you use one of the free tools online, it needs to conform to the language of Myers-Briggs (Extraversion-introversion, etc.)

LEADERSHIP PROFILE:

Your first assignment will be to write a brief (750-1,000 words) report on an inspirational leader and how that person dealt with a specific challenging situation. Your leadership profile will focus on a difficult decision made by the leader, the ethical and strategic framework used to determine the best option, and the outcome of their decision.

LEADERSHIP BOOK REPORT:

As mentioned above, you will be reading a business book on how to be a better leader, manager and person. After reading the book, you will be asked to write a brief (750-1,000 words) report summarizing your evaluation of the book. Additionally, you will be presenting a review of the book in class, detailing its most important takeaways. The presentations will be made jointly with others in the class who read the same book.

RESEARCH PAPER/CASE STUDY:

You will write a research paper or case study on a leadership topic of your choice. You may use this as an opportunity to evaluate your own style of leadership and compare it with established professionals, who are leading change and transforming organizations. This can be individually tailored to your aspirations. The paper must be an argument for your point of view, but it also must be backed up with what you can prove through your research or scholarly writing on leadership. Topics will be approved by me in advance. The length of the paper is 1,750-2,250 words. Papers and work from other classes are not accepted for this class.

QUIZZES:

The mid-term will cover the first half of the class. The final will focus primarily on the second half, but it may also include questions that are cumulative. Questions will be primarily multiple choice or short

essay responses. The material covered in the quizzes will come primarily from the text but may also include concepts covered by the instructor in class or other assigned reading material.

GRADING:

A numerical grade scale will be used on the exams and a letter grade on the paper. Reaction papers are graded pass/fail. Here are the letter equivalents that will be used:

- A = 95-100
- A- = 90-94
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D = 65-69
- F = below 65

Grading rubric

Class participation/attendance/etc.	20%
Leadership profile and presentation	10%
Leadership book report and presentation	10%
Research paper or case study	30%
Quizzes (15% midterm/15% final)	30%

HONOR CODE:

I expect that all students will conduct themselves within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

ACCESSIBILITY:

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical

conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

(Source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

COUNSELING AND PSYCHOLOGICAL SERVICES:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX:

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION:

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

MASK USE:

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/community-standards/>.

WEEKLY CLASS SCHEDULE:

Week-by-week schedule.

*Please see [UNC academic calendar](#) for the Fall 2021 schedule.

Class No.	Date	Topics Covered	Readings/Assignments
1	Aug. 18	Introduction & Syllabus	
2	Aug. 23	Trait Approach	Northouse, Chapter 1, Introduction and Chapter 2, Trait Approach
3	Aug. 25	Skills Approach	Northouse, Chapter 3, Skills Approach
4	Aug. 30	Behavioral Approach	Northouse, Chapter 4, Behavioral Approach
5	Sept. 1	Situational Approach	Northouse, Chapter 5, Situational Approach
6	Sept. 8	Path-Goal Theory	Northouse, Chapter 6, Path-Goal Theory
7	Sept. 13	Leader-Member Exchange Theory	Northouse, Chapter 7, Leader-Member Exchange Theory
8	Sept. 15	Transformational Leadership Leadership profile due	Northouse, Chapter 8, Transformational Leadership
9	Sept. 20	Authentic Leadership	Northouse, Chapter 9, Authentic Leadership
10	Sept. 22	Servant Leadership	Northouse, Chapter 10, Servant Leadership
11	Sept. 27	Adaptive Leadership	Northouse, Chapter 11, Adaptive Leadership
12	Sept. 29	Inclusive Leadership Research paper/case study topic due	Northouse, Chapter 12, Inclusive Leadership
13	Oct. 4	Gender and Leadership Quiz review	Northouse, Chapter 14, Gender and Leadership
14	Oct. 6	Mid-term quiz	
15	Oct. 11	Followership <i>Leading Change</i> book review	Northouse, Chapter 13, Followership Leading Change: Why Transformation Efforts Fail , John P. Kotter
16	Oct. 13	Leadership Ethics <i>Forged in Crisis</i> book review Leadership book report due	Northouse, Chapter 15, Leadership Ethics The Leadership Journey of Abraham Lincoln , Nancy Koehn
17	Oct. 18	Team Leadership <i>Five Dysfunctions of a Team</i> book review	Northouse, Chapter 16, Team Leadership Conquer Team Dysfunction , Patrick Lencioni

18	Oct. 20	<i>Leaders Eat Last</i> book review	Why Leaders Eat Last , Simon Sinek
19	Oct. 25	Everest simulation	TBA
20	Oct. 27	Everest results <i>Seven Strategy Questions</i> book review	Stress-Test Your Strategy: The 7 Questions to Ask , Robert Simons
21	Nov. 1	<i>Good to Great</i> book review	Level 5 Leadership: The Triumph of Humility and Fierce Resolve , Jim Collins
22	Nov. 3	<i>No Filter: The Inside Story of Instagram</i> book review	TBA
23	Nov. 8	<i>Influence: The Psychology of Persuasion</i> book review	Harnessing the Science of Persuasion , Robert B. Cialdini
24	Nov. 10	<i>Leadership on the Line</i> book review Research paper/case study due	A Survival Guide for Leaders , Ronald Heifetz and Marty Linsky
25	Nov. 15	<i>Discover Your True North</i> book review Research paper/case study presentations	Lessons in Leadership and Well-Being from Bill George
26	Nov. 17	Research paper/case study presentations	TBA
27	Nov. 22	Research paper/case study presentations	TBA
28	Nov. 29	Research paper/case study presentations	TBA
29	Dec. 1	Summary discussion on leadership Quiz review	
	Thursday, Dec. 9 at 4:00 p.m.	Final exam (quiz)	

FINAL EXAM:

Thursday, Dec. 9 at 4:00 p.m.

SYLLABUS CHANGES:

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.