



# MEJO 653.2 Leadership in a Time of Change

Lee Meredith

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Tuesday/Thursday 2:00-3:15 p.m.

305 Carroll Hall (Freedom Forum Conference Center)

IR -- In Person with some Remote learners

Sakai site <https://sakai.unc.edu/portal/site/bf8f39b8-d9a2-486e-8d9b-2727b391ec5f>

Zoom site <https://unc.zoom.us/j/98964132560?pwd=L1FIMHNzRFU4eC9pUTIWOFhUjBmQT09>

(Meeting ID: 989 6413 2560, Passcode: 863976)

Spring 2021

Instructor Contact Information

225-400-7711

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Office hours (by Zoom): Monday and Wednesday, 3:30-5:00 p.m. or by appointment

**PRE-REQUISITES:** For Seniors only

## **COURSE DESCRIPTION:**

Leaders of all stripes have struggled to address a once-in-a-century pandemic, an economic downturn of Depression-era proportions and social and political protests that have resulted in violence. All have profound and lasting implications for the 21<sup>st</sup> century workplace and on our quality of life in the years ahead. “Leadership in a Time of Change” examines the critical strategic choices facing leaders as they interact and cope with rapid changes in business, political and social settings.

The course introduces applied and advanced concepts in strategic decision-making, organizational behavior and operational management. It is divided into roughly three segments.

“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 work for 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 21<sup>st</sup>-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.

### **INSTRUCTIONAL MODE:**

COVID-19 has created many challenges, and business leaders have discovered (been forced to discover) new and effective ways of getting things done. In that regard, this class will operate very much like major international businesses. We will have robust resources for online operation and if and when conditions permit, we will move onsite with some participants joining remotely. I will seek your input before making any decisions regarding the operating arrangements. As you know, our first three weeks of classes will be on Zoom.

We will comply with the University’s guidelines on face masks and social distancing at all times. While this is a discussion class that requires your real-time participation (in person or remotely), I will attempt to accommodate those who are unable to attend due to COVID-19 issues. If you are in that situation, please let me know as soon as you can.

### **ATTENDANCE 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 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. (Eighth Edition). Sage.

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

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

- *Leading Change*, John Kotter, Harvard Business School Press.
- *Forged in Crisis: The Power of Courageous Leadership in Turbulent Times*, Nancy Koehn, Scribner.
- *No Filter: The Inside Story of Instagram*, Sarah Frier, Simon and Schuster.
- *Seven Strategy Questions*, Robert Simons, Harvard Business Review Press.
- *The Strategy-Focused Organization*, Robert Kaplan and David Norton, Harvard Business School Press.
- *The Wisdom of Teams*, Jon Katzenbach and Douglas Smith, Harvard Business School Press.
- *Good to Great*, Jim Collins, Harper Business.
- *Leadership on the Line*, Ronald Heifetz and Marty Linsky, Harvard Business School Press
- *The Art of Possibility*, Rosamund Stone Zander and Benjamin Zander, Harvard Business School Press.
- *Certain Trumpets*, Garry Wills, Simon and Schuster.

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 favorite choices. If too many people sign up for the same book, you may get your second or third choice.

On Sakai, under Resources, there will be a guide page for each week of class where I will post the required readings, along with additional readings to supplement our class discussion. Some readings can be accessed through the library's e-reserve system. Please see the section on Sakai labelled "Course Reserves". Visit <http://library.unc.edu/reserves/> and then click "SEARCH Electronic Reserves" to log in with your ONYEN.

**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](http://www.gsb.columbia.edu/ideasatwork) (Columbia)
- [knowledge.wharton.upenn.edu](http://knowledge.wharton.upenn.edu) (University of Pennsylvania)
- [www.mckinsey.com/insights](http://www.mckinsey.com/insights) (McKinsey & Co.)
- [www.strategy-business.com](http://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, presentation of current events, questions for our guest speakers, and actively contributing to the online discussions in the class forum in Sakai.

### **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. You may wish to choose an historical leader for this exercise, but you are not required to. 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 his or her decision. FYI, if you're thinking of historical leaders, here are a few books that you might consider:

- 1776, by David McCullough
- Grant, by Ron Chernow
- Franklin D. Roosevelt: A Political Life, by Robert Dallek
- The Best and the Brightest, by David Halberstam
- Lyndon Johnson and the American Dream, by Doris Kearns Goodwin
- Life and Death in Shanghai, by Nien Cheng

### **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 1,500-2,000 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, guest speakers 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/forum discussions/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:**

The Honor Code (<https://catalog.unc.edu/policies-procedures/honor-code/>) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

**SEEKING HELP:**

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

**DIVERSITY:**

The University's policy on Prohibiting Harassment and Discrimination is outlined on the Equal Opportunity and Compliance Office's webpage (<https://eoc.unc.edu/our-policies/ppdhrm/>). 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.

**SPECIAL ACCOMMODATIONS:**

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Resources & Services site at <https://ars.unc.edu/>.

**ACCREDITATION:**

The Hussman School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies associated with this course include being able to:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientations and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications, professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**WEEKLY CLASS SCHEDULE:**

Week-by-week schedule.

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

\*\* Subject to change due to COVID-19

Class No.	Date	Topics Covered	Readings/Assignments
1	Jan. 19	Introduction & Syllabus	
2	Jan. 21	Trait Approach	Northouse, Chapter 1, Introduction and Chapter 2, Trait Approach
3	Jan. 26	Skills Approach	Northouse, Chapter 3, Skills Approach
4	Jan. 28	Behavioral Approach	Northouse, Chapter 4, Behavioral Approach
5	Feb. 2	Situational Approach	Northouse, Chapter 5, Situational Approach
6	Feb. 4	Path-Goal Theory	Northouse, Chapter 6, Path-Goal Theory
7	Feb. 9	Leader-Member Exchange Theory	Northouse, Chapter 7, Leader-Member Exchange Theory
8	Feb. 11	Transformational Leadership Leadership profile due	Northouse, Chapter 8, Transformational Leadership
9	Feb. 18	Authentic Leadership Servant Leadership	Northouse, Chapter 9, Authentic Leadership Northouse, Chapter 10, Servant Leadership
10	Feb. 23	Adaptive Leadership	Northouse, Chapter 11, Adaptive Leadership
11	Feb. 25	Leadership Ethics	Northouse, Chapter 13, Leadership Ethics

12	Mar. 2	Gender and Leadership Research paper/case study topic due	Northouse, Chapter 15, Gender and Leadership
13	Mar. 4	Culture and Leadership Quiz review	Northouse, Chapter 16, Culture and Leadership
14	Mar. 9	Mid-term quiz	
15	Mar. 16	Leading Change	TBA
16	Mar. 18	Forged in Crisis Leadership book report due	TBA
17	Mar. 23	No Filter: The Inside Story of Instagram	TBA
18	Mar. 25	Seven Strategy Questions	TBA
19	Mar. 30	The Strategy-Focused Organization	TBA
20	Apr. 1	The Wisdom of Teams	TBA
21	Apr. 6	Good to Great	TBA
22	Apr. 8	Leadership on the Line	TBA
23	Apr. 13	The Art of Possibility	TBA
24	Apr. 15	Certain Trumpets Research paper/case study due	TBA
25	Apr. 20	Research paper/case study presentations	TBA
26	Apr. 22	Research paper/case study presentations	TBA
27	Apr. 27	Research paper/case study presentations	TBA
28	Apr. 29	Research paper/case study presentations Quiz review	TBA
29	May 4	Final quiz	
Final exam period	Thursday, May 13 at 12 noon	Everest simulation	

**FINAL EXAM:**

We will have an end-of-semester quiz on the last day of class and use the final exam period for a leadership simulation from Harvard Business Publishing – [Everest V3](#).