



**GBUS 870 Leadership Theory and Practice
Spring 2024 – DRAFT**

INSTRUCTOR DETAILS:

Name: [REDACTED]

Office Location: [REDACTED]

Phone: [REDACTED]

Office Hours: By appointment

Email: [REDACTED]

CLASS DETAILS:

Semester Dates: May 6, 2024, to June 19, 2024

Class Days: Mondays and Wednesdays

Class Times: 19h00 to 21h45

Class Location: [REDACTED]

Land Acknowledgment

The University of Regina is situated on the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

COURSE DESCRIPTION

Leadership attracts considerable attention in both academic and popular business literature. This course is designed to help you integrate this diverse body of information to think about leadership in useful ways, and most important, to help you become a more effective leader.

LEARNING OUTCOMES

Students will learn about several popular leadership theories through a selection of related readings, self-reflection, and critical analysis of contemporary leaders and events. We will review research related to the application of various leadership theories and examine the practice of leadership through the experiences of lectures, discussions, guest speakers and cases. Working in small groups, students will assess leadership through cases. Students can expect a relatively heavy reading load in the course and to be prepared to begin course work in May 2024.

COURSE EXPECTATIONS

Students should come to class prepared by reading the assigned chapter(s)/article(s) and staying informed on current business issues.

Special Needs:

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631, as well as discussing the accommodation with me.

Accessibility and Accommodations:

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631. It would also be beneficial for you to discuss the accommodation with me.

Writing Assistance

The Student Success Centre (www.uregina.ca/student/ssc) offers both on-line resources and in-person tutoring on writing skills.

TEACHING APPROACH

I use an experiential approach for teaching and learning. As learners, you are encouraged to become active participants in the classroom environment both in-person and online as you move iteratively between the four stages of experiential learning – concrete experience, reflective observation, abstract conceptualization, and active experimentation. This approach is most effective when students fully engage with the material and keep up with the assigned activities. To get most out of this course, students must prepare in advance by completing all assigned pre-readings and/or other assigned tasks before coming to class. During in-class time, the assigned reading material will not be completely repeated in lecture format. Instead, we will build on the strategic implications of the subject matter through reflection, engagement, discussion, and activities. This condensed (8-week) course moves at a rapid pace so preparedness and organization will be critical factors to your success. There is a significant amount of reading, writing and collaboration required but if you stay on track early on it is achievable.

REQUIRED COURSE MATERIALS

Textbook: Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge: How to make extraordinary things happen in organizations* (7th edition). Jossey-Bass.

Coursepack and Simulation Link:

- **Ivey Publishing Course Pack:** Additional articles and cases are in an online course pack. Access: **LINK COMING SOON**
- **Simulation link:** <https://hbsp.harvard.edu/import/1165073>
 - You will have to create an account or login after following the link.

Required Readings: A list of readings is provided on page 13 of this syllabus. Most of the readings are from your textbook or course pack. Readings not from the textbook or course pack should all be available through the library or freely available online and located with a Google Search or will be posted to our course website. Please let me know if you are having difficulty accessing one of the articles.

Synchronous Class Zoom Meeting Details:

██████████ is inviting you to a scheduled Zoom meeting.

Topic: GBUS 870 Regular Class Link

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting
COMING SOON

CONTRIBUTION

My hope is for all students to make consistent and thoughtful contributions using both synchronous and asynchronous means throughout the entire term. This includes asking clarifying questions, taking part in appropriate collegial dialogue with fellow students and the instructor, engaging in online and in-class activities, challenging assumptions, and providing innovative suggestions. At a graduate level, students have many great insights, experiences, ideas, and expectations that are critical to share to get the maximum value out of the course. Therefore, I encourage students to take advantage of opportunities that will become available during this course to:

- Share your firsthand experiences
- Offer your observations to help clarify and/or integrate class concepts
- Share relevant comparisons based on your knowledge of various organizations, legal parameters, geographic locations, etc.
- Ask questions of classmates to drive further discussion and analysis
- Respectfully disagree or inquire about information presented in class by the instructor and / or fellow students
- Follow-up on class discussions by way of updates or presentation of relevant information.
- Share additional research or current affairs into the course for discussion.

COURSE ASSESSMENT SUMMARY

Deliverable	Due date	
Multimedia Article Summary	May 24, 2024	15%
Online Discussion Forums	See schedule below	10%
Contribution & In-class Activities	See schedule below	10%
In-class Case Groupwork	See schedule below	10%
Group Simulation Reflection	June 14, 2024	15%
Individual Leader Essay	June 19, 2024	20%
Final Exam	June 24, 2024	20%
Total		100%

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

COURSE EVALUATION SCHEDULE

Deliverable		Spring 2024 Due date	Value
I.	Multimedia Article Summary Assignment (individual)	May 10, 2024 – Article preference due May 24, 2024 – Multimedia file containing article summary due May 24, 2024 – References and discussion questions due June 3, 2024 – 3 peer evaluations due	15%
II.	Online Discussion Forums (individual)	May 10 – Discussion Forum 1 May 17 - Discussion Forum 2 May 31 – Discussion Forum 3 June 7– Discussion Forum 4 June 17 – Discussion Forum 5	10%
III.	Contribution* and in-class activities	The level of preparedness you demonstrate in class based on required readings through your participation, engagement with material, and quality of in-person and online input will be evaluated each week. In-class activities require your active participation and marks may be deducted if you are not present to complete the activities or if your contributions or deliverables are below expectations (e.g., Leadership Philosophy, Personality Assessment, Learning Charisma, Guest Speaker, Case Studies, Simulation, Leader Essay Checkpoints, etc).	10%
IV.	In-class Case Groupwork (You will be pre-assigned to a large group)	In-class group assignment 1 (5%) – May 15 <i>Whitecap Dakota Nation. Whitecap Development Corporation</i> In-class group assignment 2 (5%) – June 3 <i>Cirque du Soleil</i>	10%
V.	Group Simulation Reflection Paper	Friday, June 14, 2024	15%
VI.	Leadership Essay (partners)	Checkpoint 1 – May 13, 2024 Checkpoint 2 – May 29, 2024 Checkpoint 3 – June 17, 2024 Final submission for grading - June 19, 2024	20%
VII.	Final exam	Monday, June 24, 2024	20%
Total			100%

***All required readings must be completed before you come to class. In-class ‘cold calls’ may be used at any time and the quality of responses will count towards your contribution grade.**

COMMON QUESTIONS

Formatting: This will be our 'go-to' resource for all things APA, which is the required referencing and formatting guidelines we will use in this course:

<https://library.uregina.ca/c.php?g=606347&p=4202685>

This site is published and maintained by the Dr. John Archer Library here on campus. One of the resources on the site is the Purdue Online Writing Lab (OWL), a world-renowned referencing resource. There is an online chat tool and lots of great resources to help you make sure your writing is compliant with 7th edition APA formatting, referencing, and citations guidelines. In addition to the above website, there are many resources and websites out there about how to format and reference a document according to APA guidelines. When in doubt refer to the 7th edition APA resources provided by the Dr. John Archer library at the link above. At a minimum you must:

- Include a title page with a running header
- No logos, images, or colour on title page
- Page numbers on all pages including the title page
- Black font only throughout submitted documents – *no colours*
- Times New Roman 12” font with standard margins
- Double space – unless otherwise stated
- Indent each new paragraph in the body text
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion – unless otherwise stated
- Reference list must be formatted with a hanging indent and ordered alphabetically by last name

Deadlines and Extensions: Any late submissions will be deducted 10% for each additional day. So, if something is due on June 2, and submitted one day late on June 3, you will lose 10% and be marked out of 90 rather than 100. If it were submitted two days after the deadline, on June 4th, you would lose 20% and your work would be marked out of 80 rather than 100, and so on. If necessary, this will continue for 10 days 100% of the marks are accounted for.

I understand that the life of a graduate student can be challenging, so feel free to request extensions for any deliverable. Requests for extensions and additional time must be submitted to me via the course email for consideration at least 24 hours before the deadline. If requests are submitted well in advance of the original due date, I do my best to approve the requests for extra time whenever possible. Failure to request extra time within 24 hours of the due date will result in the regular late submission points deductions.

STUDENT CONDUCT

Academic Integrity: “Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to

give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community

Cheating: Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

Plagiarism: Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.”¹

Artificial Intelligence: Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by you, the student(s). Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, submissions generated using generative artificial intelligence software (AI) are not permitted and will be treated as plagiarism. Should the ‘Turn It In’ software flag inappropriate usage of AI in any document you submit for grading in this course, it will be investigated by the Faculty of Graduate Studies and Research to determine if academic misconduct has occurred. If necessary, penalties will be meted commensurate with the offence up to and including failing the course, noting the infraction on your student record, and possible expulsion.

COURSE EVALUATION DETAILS

I. Multimedia Article Summary and Peer Reviews (15%)

The purpose of this assignment is to improve your understanding of empirical articles, increase your level of comfort with multimedia presentations, and engage in peer evaluation and feedback. While there is no substitute for doing the required readings yourself, my hope is that those of you who prefer to learn from audio and visual sources will benefit from viewing your classmates’ submissions and preparing your own. It will also help us become familiar with each other in our condensed semester together.

Note: Your classmates will be able to see and listen to your multimedia presentation file asynchronously on our course website.

Article Preference: Required readings are comprised of all chapters in the required Kouzes & Posner (2023), additional articles from your coursepack and the course website. They are all listed on page 16 of this syllabus. By May 10, 2024, I would like you to indicate which three of these readings (either chapters or articles) are most interesting to you (listed at the end of this syllabus). You do not have to read all or even any of the chapters or articles in full before submitting your preferences. Browsing the reading list and/or skimming the titles and topics to figure out which articles might interest you is completely fine. I will use these preferences to assign you *one* article for you to focus your multimedia article summary on by Monday, May 13, 2024.

Article Summary: When I have assigned you a reading based on your list of preferences, you must then read it in full and then prepare a 5-minute multimedia presentation that you will post to our course website before 11:59pm on May 24th, 2024. The presentation must include the following points:

¹ Source: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>. Retrieved February 20, 2018

1. Article or chapter purpose
2. Summary of key points
3. Relevance to leadership in organizations
4. Insight provided into leadership theories or concepts
5. Real-world example or application

I suggest no more than one minute of speaking per point, the 5-minute time limit must be strictly adhered to. You will lose marks if the time limit is not adhered to.

Multimedia: The multimedia file must consist of a video and an audio component. The audio and video must be originally produced by you for this course and assignment. Some acceptable / expected formats for this submission include:

- A narrated PowerPoint file of you discussing the article you were assigned.
- A YouTube link with your original video and audio.
- A zoom recording in which you present your article summary.
- A 5-minute reel with your original video and audio.
- If you have an idea not listed above, please check with me.

References and Discussion questions: In addition to the multimedia article summary, you must also submit a separate MS Word file with a list of references used to inform the content of your multimedia file, as well as a list of discussion questions to our course website before 11:59pm on May 24th, 2024.

- 1) Discussion Questions - suggest three to five questions about the article you were assigned that could lead to an interesting group discussion.
- 2) Reference list - A list of references used to create your presentation formatted using APA. At a minimum, you must list the complete bibliographic information for the article you were assigned. Reference information for any articles consulted to enrich your presentation should also be included when relevant.

Peer Reviews: You must view and provide constructive feedback on your classmates' presentations using the article summary peer review form by June 3, 2024. This must be done for at least three presentations besides your own. After you have completed the form, using the course email, send it to the classmate whose presentation you have evaluated and copy me. If you do not copy me, I will have no way of knowing you completed this portion of the assignment by providing feedback for your peers.

KEY DATES - Multimedia Article Summary and Peer Review (15%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Article Preference Submitted	May 10, 2024	1%
Instructor confirms which article you have been assigned	May 13, 2024	N/A
Multimedia file containing article summary	May 24, 2024	9%
References and discussion questions	May 24, 2024	2%
Peer Evaluations (3 or more) – email to classmate and cc Professor using course email.	June 3, 2024	3%

II. Individual Online Discussion Forums (10%), May 10 – June 17.

These discussion forums will be available on our course website per the schedule below and worth 2% each for a total of 10%.

KEY DATES – Individual Online Discussion Forums (10%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Discussion Forum 1	May 10, 2024	2%
Discussion Forum 2	May 17, 2024	2%
Discussion Forum 3	May 31, 2024	2%
Discussion Forum 4	June 7, 2024	2%
Discussion Forum 5	June 17, 2024	2%

III. Two in-class Case Group Assignments (10%), (May 15 and June 3)

You will be assigned to groups of 4-5 students by the professor. These groups will work together to complete two case-based assignments worth 5% each. These assignments will consist of working collaboratively to complete a case analysis and present it in the requested format. Potential formats depend on the deliverable and may include a memo, vision statement, action plan, peer presentation, video analysis, and/or other interactive group tasks related to the assigned case. This work will be assigned and completed during class-time. It will be graded as pass/fail.

#1 - *Whitecap Dakota Nation. Whitecap Development Corporation* (5%) – May 15

#2 - *Cirque du Soleil* (5%) – June 3

IV. Group Simulation Reflection Paper (15%) – June 14, 2024

After the Mount Everest Simulation Activity on June 10th, you will be provided with

You will be given questions throughout the classes to develop a collection of leadership characteristics that you find relevant in light of your personality, values, and life experiences. You will be asked to submit a brief document (2-3 double-spaced pages) that describes some of your self-insights on the questions that are asked. It should be well-formatted and grounded in course content. This is due at the end of the class. As well, you will be completing a simulation in this class and your participation and reflection on the simulation will be included in this mark. This assignment is due on the last day of class and must be submitted via Course Tools.

V. Individual Leader Essay (20%)

You and a partner will analyse the life of a real leader to develop a nuanced understanding of how personality characteristics and leadership behavioural styles are related to both effective and ineffective leadership. You can choose to write about any leader, just ensure that you can access enough information to provide a detailed analysis about the person's personality, and leadership behaviour. Further guidelines will be posted on UR Courses and discussed in class. This assignment is due on June 19, 2024 via UR Courses. Throughout the term there will be three in-class checkpoints after which you and your partner will be given class-time to generate ideas

about who you would like to cover (Checkpoint 1), a detailed outline (Checkpoint 2), and work on a pre-submission draft (Checkpoint 3).

KEY DATES – Leader Essay Checkpoints		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Checkpoint 1	May 13, 2024	3%
Checkpoint 2	May 29, 2024	3%
Checkpoint 4	June 17, 2024	3%
Final Submission	June 19, 2024	11%

VI. Final Exam (20%)

The final exam will be written on June 24 2024. Students can write in-person or online. Readings, lectures, videos, and class discussions are eligible materials for the exam. Exam format will be discussed in class.

DETAILED COURSE SCHEDULE

Day	Topic	Required Readings*	Deliverables
WEEK 1: The Nature of Leadership			
Monday, May 6		<ul style="list-style-type: none"> Textbook: Chapter 1 – When Leaders are at Their Best Coursepack (Reading): <i>What Leaders Really Do</i> Activity: Leader philosophy 	
Wednesday, May 8	Case 1	<ul style="list-style-type: none"> Textbook: Chapter 2 – Clarify Values; Chapter 3 – Set the Example Coursepack (Reading): <i>The Authenticity Paradox</i> Coursepack (Case): Katie Conboy: Leading Change at Simmons College Other materials: TedTalk, The Power of Introverts Activity: Personality Assessment 	<p>Article Summary Selection due Friday, May 10</p> <p>Discussion Forum 1 due Friday, May 10</p>
WEEK 2: Model the way and Indigenous Leadership			
Monday, May 13	Case 2	<ul style="list-style-type: none"> Textbook: Chapter 4 – Envision the Future and Chapter 5 – Enlist Others Coursepack (Reading): <i>Discovering Your Authentic Leadership</i> Coursepack (Case): Body Shop International Activity: Leadership Essay Checkpoint 1 	Article summary assignments will be available for students by Monday, May 13.
Wednesday, May 15	Guest speaker Case 3	<p>Lori Campbell, Associate Vice-President, Indigenous Engagement, University of Regina.</p> <ul style="list-style-type: none"> Case: Bachiu, V., Wolf, P., Fulton, M. (2024). Whitecap Dakota Nation. Whitecap Development Corporation. Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan. Available online: https://www.schoolofpublicpolicy.sk.ca/documents/research/case-studies/whitecap-dakota-first-nation-case-study.pdf 	Discussion Forum 2 due Friday, May 17
WEEK 3: Vision, Charisma, and Challenging the Process			
Monday, May 20	<u>VICTORIA DAY HOLIDAY NO CLASSES</u>		
Wednesday, May 22		<ul style="list-style-type: none"> Textbook: Chapter 6 - Search for Opportunities, Chapter 7 – Experiment and take risks Coursepack (Reading): “<i>I’m Not Mopping the Floors, I’m Putting a Man on the Moon</i>, Andrew Carton 2018” Other materials <ul style="list-style-type: none"> Ted Talk: Charisma YouTube: Charisma clips TedTalk: Grit Activity: Learning Charisma (course pack) 	Multimedia article summary, discussion questions, and reference list due Friday, May 24

	Case 4	<ul style="list-style-type: none"> Coursepack (Case): The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey 	
WEEK 4:	<i>Enable Others to Act</i>		
Monday, May 27	Case 5	<ul style="list-style-type: none"> Textbook: Chapter 8 – Foster Collaboration Reading: <i>Current Emotion Research in Organizational Behaviour</i> Coursepack (Reading): <i>If you can't empathize with your employees, you better learn to</i> Coursepack (Case): Gen Y in the Workforce 	Case outline due May 27, 2024
Wednesday, May 29		<ul style="list-style-type: none"> Textbook: Chapter 9 – Strengthen Others Reading (Coursepack): <i>The Harder They Fall</i> Activity: Leadership Essay Checkpoint 2 	Discussion Forum 3 due Friday, May 31
WEEK 5:	<i>Encourage the Heart</i>		
Monday, June 3	Case 6	<ul style="list-style-type: none"> Textbook: Chapter 10 – Recognize Contributions, Chapter 11 – Celebrate Values and Victories Coursepack (Reading): <i>Great storytelling connects employees to their work</i> Coursepack (Case): Cirque du Soleil 	Multimedia Article Summary Peer Evaluations due June 3
Wednesday, June 5		<ul style="list-style-type: none"> Textbook: Chapter 12 – Treat Challenge as an Opportunity Activity: Storytelling 	Discussion Forum 4 due Friday, June 7
WEEK 6:	<i>Simulation</i>		
Monday, June 10		<ul style="list-style-type: none"> Simulation (1.5 hours) Simulation debrief 	
Wednesday, June 12		NO SCHEDULED CLASS – I recommend that you use this time to work on your group simulation reflection and/or individual leader essays.	Group simulation reflection due Friday June 14
WEEK 7:	<i>Actioning Secrets to Success</i>		
Monday, June 17		<ul style="list-style-type: none"> Reading: <i>The Disturbing Link Between Psychopathy and Leadership</i> (forbes.com) https://www.forbes.com/sites/victorlipman/2013/04/25/the-disturbing-link-between-psychopathy-and-leadership/?sh=735a36c74104 Activity: Leadership Essay Checkpoint 3 	Leader Essay Wednesday, Due June 19 Discussion Forum 5 due Friday, June 21
FINAL EXAM			

***All required readings must be completed before you come to class. In-class 'cold calls' may be used at any time and the quality of responses will count towards your contribution grade.**

Options for Multimedia Article Summary:

1. Any of the 12 chapters in the Kouzes & Posner (2023) textbook OR
2. Any of the following publications:

From Your Coursepack:

What Leaders Really Do

The Authenticity Paradox

Discovering Your Authentic Leadership

“I’m not mopping the floors, I’m putting a man on the Moon”

Current Emotion Research in Organizational Behaviour

If You Can’t Empathize With Your Employees You Better Learn To

The Harder They Fall

Great storytelling connects employees to their work

The Disturbing Link Between Psychopathy and Leadership

From the Course Website:

Vision:

Lucas, J. R. (1998). Anatomy of a vision statement. *Management Review*, 87, 22–27.

Kirkpatrick, S. (2008). How to build a better vision statement. *Academic Leadership: The Online Journal*, 6, 5.

<https://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1231&context=alj>

Kirkpatrick, S. A. (2016). Build a better vision statement: Extending research with practical advice. Lanham, MD, Maryland: Lexington Books.

Carton, A. M., & Lucas, B. J. (2018). How can leaders overcome the blurry vision bias? Identifying an antidote to the paradox of vision communication. *Academy of Management Journal*, 61:(6), 2106–2129.

Kantabutra, S., & Avery, G. (2010). The power of vision: Statements that resonate. *Journal of Business Strategy*, 31(1), 37–45.

van Knippenberg, D., & Stam, D. (2014). Visionary leadership. In D.V. Day, (Ed.). *The Oxford handbook of leadership and organizations* (pp. 241–259). New York, NY: Oxford University Press, 241–259.