COURSE SPECIFICATION DOCUMENT

Academic School / Department: School of Liberal Arts

Programme: MSc Project Management for Sustainability

FHEQ **Level:**   7

Course Title: Leadership and Diversity

Course Code: PMG 7005

Total Hours: 100
Lectures: 14
Guided Learning Hours: 4
Independent Learning Hours: 70

Semester: Spring, Summer
Credits: 10 UK CATS credits
            5 ECTS credits
            2 US credits

Course Description:
Social sustainability is one of the three components of corporate sustainability (environmental, social, and governance). This course is designed to equip students with knowledge and understanding of an important aspect of social sustainability: diversity as it relates to leadership. We will discuss several diversity-related theories, how leaders are affected by diversity aspects, and the role leaders play in promoting diversity, equity and inclusion in their teams and organisations. In-class exercises, discussions and assignments are designed to promote personal ethical code development and independent thinking.

Prerequisites:
N/A

Aims and Objectives:
The main objectives of this course are to:
1. Help students understand how diversity affects leaders and how leaders affect diversity, equity and inclusion
2. Introduce students to different global models of leadership to prepare them for international project work.
3. Encourage students to develop their personal ethical code and challenge their own views on diversity-related issues.
4. Guide students to consider leadership as a model environmental stewardship.

Programme Outcomes:
A1, B4, B5, C1, C5, D2, D4.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:
https://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:
By the end of this course, successful students should be able to:
- Understand diversity-related concepts, such as social status and inclusion, and theories, such as role congruity theory, and how these concepts and theories apply to leadership.
- Appreciate how a wide range of demographic and physical characteristics can impact leadership outcomes at the interpersonal and intrapersonal levels.
- Become familiar with the extant literature on inclusive leadership.
- Gain knowledge on a range of contextual factors that can influence the effects of characteristics associated with lower social status on interpersonal and intrapersonal leadership outcomes.
- Analyse ethical aspects of diversity and leadership.
- Challenge their own evaluations of leaders, particularly leaders with characteristics associated with lower social status.
- Consider the socially sustainable and environmental implications of different models of leadership.

Indicative Content:

- The development of Leadership theories / models and their consequences.
- Status characteristics theory
- Social dominance theory
- Role congruity theory
- Leader characteristics and leadership outcomes
- Inclusive leadership
- Socially sustainable and environmental models of leadership.

Assessment:
This course conforms to the University Assessment Norms approved at Academic Board and located at: https://www.richmond.ac.uk/university-policies/

Teaching Methodology:
Course sessions are a combination of interactive lectures, in-class exercises and presentations. Interactive lectures cover diversity concepts and diversity-related theories. Students are expected to prepare in advance and contribute to the class discussion related to each lecture's topic. In-class exercises and presentations are opportunities for students to reflect upon and discuss diversity concepts and how they relate to leadership. This is supported by a proactive use of Blackboard VLE to support guided, independent and online learning.

Indicative Text(s):

Bratton, J. (2020) Work and Organizational Behaviour. 4th edn. Red Globe Press.

Clegg, S., Pitsis, T. and Mount, M. (2021) Managing and organizations : an introduction to theory and practice. 6th edn. SAGE Publications.

Bratton, J. (2023) Organizational Leadership. 2nd edn. SAGE Publications

Gloor, J., Morf, M., Paustian-Underdahl, S. and Backes-Gellner, U. (2020). Fix the game, not the dame: restoring equity in leadership evaluations. *Journal of Business Ethics*, 161, pp. 497–511.

Lianidou, T. & Zheng, W. (2023). Leader diffuse status and leadership outcomes: towards an integrative framework. *International Journal of Management Reviews*, 25, pp. 443–466.

Magee, J.C. and Galinsky, A.D. (2008). Social hierarchy: the self-reinforcing nature of power and status. *Academy of Management Annals*, 2, pp. 351-398.

Nishii, L.H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56, pp. 1754–1774.

Paunova, M. (2017). Who gets to lead the multinational team? An updated status characteristics perspective. *Human Relations*, 70, pp. 883-907.

Journals
Academy of Management Review
International Journal of Management Reviews
Journal of Applied Psychology
Journal of Organizational Behavior
The Leadership Quarterly

Web Sites
https://www.catalyst.org/research/?fwp_research_types=report
https://hbr.org/topic/subject/diversity-and-inclusion

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First Edition	Dec 2023	
Total Hours Updated	April 2024	