

Course	MNGT 5670 Managerial Leadership
Term	Fall I - August 15, 2009 Start Date – October 17, 2009 End Date
Instructor	Name: Johnny Morris Phone: (561) 310-6841 Email: Johnnymorris37@webster.edu
Catalog Description	Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.
Prerequisites	.
Course Level Learning Outcomes	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories used in leadership. 2. Apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories used in leadership when analyzing moderately complex factual situations involving problems requiring leadership. 3. Develop solutions to moderately complex factual situations involving problems requiring leadership using appropriate terminologies, facts, concepts, principles, analytic techniques, and theories relating to leadership. 4. Generate reasonable methods for implementing leadership activities needed to solve organizational problems. 5. Evaluate the quality of their proposed leadership activities against appropriate criteria used in leadership studies, including organizational constraints. 6. Identify and discuss the interrelationships among the concepts, principles, and theories taught in this leadership course. 7. Discuss the relevance and application of the concepts, principles, and theories taught in this leadership course to contemporary events.
Materials	Required Text: Daft, R (2008). <i>The Leadership Experience</i> (4 th), Florance, KY: Thompson Learning South Western. ISBN 0324539681

	<p>Optional Material:</p> <p>Books</p> <p>Optional readings are offered to provide background information and a better understanding of the topic. They are not required.</p> <p>American Psychological Association. (2001). <i>Publications manual of the American Psychological Association</i> (5th ed.). Washington, DC</p> <p>Bainbridge, C. (1996). <i>Designing for change: A practical guide for business transformation</i>. New York: John Wiley.</p> <p>Conger, J.A., Spreitzer, G.M., & Lawler, III, E.E. (eds.) (1999). <i>The leader's change handbook: An essential guide to setting direction and taking action</i>. San Francisco: Jossey-Bass.</p> <p>Covey, S. R. (1998). <i>Daily reflections for highly effective people</i>. New York, Fireside Books published by Simon & Schuster.</p> <p>Dyer, W. W. (1993). <i>Everyday wisdom</i>. Carlsbad, CA: Hay House.</p> <p>Lussier, R. N., & Achua, C. F. (2007). <i>Leadership: Theory, application, skill development</i> (3rd ed.). New York: Thomson South-Western.</p> <p>Nadler, D. A. (1998). <i>Champions of change: How CEOs and their companies are mastering the skills of radical change</i>. San Francisco: Jossey-Bass.</p> <p>Northouse, P.G. (2003). <i>Leadership: Theory and practice</i> (3rd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Students are also encouraged to utilize on-line resources available through the Internet;</p>						
<p>Grading</p>	<p>Your course grade will be based on your scores on your examinations, papers, assignments, and your contributions to class discussions. These different components will be weighted as follows:</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-decoration: underline;">COMPONENT</th> <th style="text-decoration: underline;">% OF GRADE</th> <th style="text-decoration: underline;">POINTS</th> </tr> </thead> <tbody> <tr> <td>Facilitation of Article Discussion</td> <td>10%</td> <td>10</td> </tr> </tbody> </table>	COMPONENT	% OF GRADE	POINTS	Facilitation of Article Discussion	10%	10
COMPONENT	% OF GRADE	POINTS					
Facilitation of Article Discussion	10%	10					

Leadership Development Plan	30%	30
Mid-Term Quiz	15%	15
Comprehensive Final Exam	30%	30
Participation	15%	15
TOTAL	100%	100

Grading Scale:	
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
C	70-79
F	69 and below

Activities

Class time will be spent on lectures, group exercises, and discussions of short cases. Some individual exercises may be completed during class, but most will be completed outside class. Group exercises will be completed during class, but there may be individual assignments that must be completed before coming to class to do the group exercise. Assignments will be given throughout the course, including short cases and self-assessment exercises. Short quizzes may be given without advance notice to determine if students are reading and learning the assigned material. Mid-Term during Week Four and Final Exam during Week Nine will be administered. The final deliverable will consist of a project/paper. The final project/paper deliverable will cover material that was assigned and discussed throughout the entire term. In addition, class quizzes may also cover material not in the textbook, but which was covered in lectures, videos, class discussions, or additional readings. The final project/paper should be designed to sample from every major area covered in the course, with more emphasis on more critical topics. A topic's importance can be roughly determined by the amount of time spent discussing and working with the topic.

**Policy Statements:
University Policies**

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Special Services

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Student Assignments Retained

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment

or project.

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

Course Policies

Quality of Work

There is an absolute level, quality and amount of work that you should accomplish, both in your analysis and discussion of course material, but also in your assignments and research, and most important of all, the final product of these efforts; your final project/paper. The course syllabus will be the final word if disputes arise regarding the quality and amount of work expectations.

Quality of Writing

You are encouraged to assure that all assignments are spell checked and checked for grammar errors in addition to organizing your project/paper documents in APA 5th. Edition form and style prior to submission.

Class Discussion Expectations

I expect your class discussions to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience. You are required to respond, in class, to the individual and or team discussions that we will engage in weekly.

BlackBoard

Computer usage by students will be necessary for this course, for reference searches, preparation of papers, and preparation of presentations. All written assignments will be submitted to the instructor electronically, via BlackBoard.

Timely Submission of Deliverables

Late written assignments will not be accepted. If you know you will miss a class or an assignment, please communicate with me ASAP. I will try to work with you regarding special circumstances. An assignment approved to be submitted late will have the grade reduced by one letter grade from the earned grade. I do not approve extra credit or make up course work under any circumstances. Any time you feel you might be falling behind in the course, it is best to contact me to discuss your situation. No assignments can be accepted after the final day of class. If you believe you will not be able to complete your final assignments on or before the last

	<p>day of class, you should negotiate an incomplete grade with me. Incomplete grades are not automatic and must be supported as a request in writing to me prior to last day of class. If a student is granted an incomplete grade, the student's final grade will be reduced one full letter grade regardless of the circumstances under which the incomplete was granted.</p> <p>Grade Disputes Should you have reason to dispute a grade that has been assigned during your course, you should contact me with written support for your grade dispute. I will review the circumstances and advise you of my decision.</p> <p>Contact Expectations I encourage you to contact me if you have questions or comments as the course progresses. If you need to contact me with a personal issue that may affect your performance in this course, I prefer you contact me at JohnnyMorris37@Webster.edu or my alternative e-mail Jmorrisphd@earthlink.net. If an emergency you are encouraged to call my cell telephone (561) 310-6841.</p>
<p>Weekly Schedule</p>	<p>WEEK ONE Introduction to Leadership (08/19/09)</p> <ul style="list-style-type: none"> • Overview Course/Syllabus • Readings/ Leadership Development Plan • Article Review and Facilitated Class Discussion Topics • Read Daft Chapter 1 • In class cases study • Team in class exercise • Select a leadership article from for the Article Review and sign-up for a week to facilitate a class discussion on your review; Due in weeks 2, 3, 5, 6, & 7 <p><u>COMPLETE FOR WEEK 2</u></p> <ul style="list-style-type: none"> • Read Daft Chapters 2 & 3 Video # 1 • Begin work on LDP paper – Due in Week 8 • Prepare article review/presentation if applicable <p>WEEK TWO Research Perspectives on Leadership (08/26/09)</p> <ul style="list-style-type: none"> • Read Daft Chapters 2 & Chapter 3 • Discussion of Leadership Articles led by class members • In class cases study • Team in class exercise

COMPLETE FOR WEEK 3

- Read Daft Chapters 4 and 5
- Prepare article review/presentation if applicable

WEEK THREE The Personal Side of Leadership I (09/02/09)

- Read Daft Chapters 4 & 5
- Discussion of Leadership Articles led by class members
- In class cases study
- Team in class exercise
- Review for Mid-Term Exam

COMPLETE FOR WEEK 4

- Read Daft Chapters 6 & 7
- Continue working on LDP
- Prepare to take the Mid-Term Exam

WEEK FOUR The Personal Side of Leadership II (09/09/09)

- Mid-term Exam
- Read Daft Chapters 6 & 7

COMPLETE FOR WEEK 5

- Read Chapter 8
- Continue working on LDP
- Prepare article review/presentation if applicable

WEEK FIVE The Leader as a Relationship Builder I (09/16/09)

- Read Daft Chapter 8 Video # 2
- Discussion of Leadership Articles led by class members
- In class cases study
- Team in class exercise

COMPLETE FOR WEEK 6

- Read Daft Chapter 9 & 10
- Continue working on LDP
- Prepare article review/presentation if applicable

WEEK SIX The Leader as a Relationship Builder II (09/23/09)

- Read Daft Chapters 9 & 10
- Discussion of Leadership Articles led by class members
- In class cases study

	<ul style="list-style-type: none"> • Team in class exercise <p><u>COMPLETE FOR WEEK 7</u></p> <ul style="list-style-type: none"> • Read Daft Chapters 11 & 12 • Prepare article review/presentation if applicable <p>WEEK SEVEN The Leader as a Relationship Builder III (09/30/09)</p> <ul style="list-style-type: none"> • Read Daft Chapters 11 & 12 • Discussion of Leadership Articles led by class members • Review for Comprehensive Final Exam <p><u>COMPLETE FOR WEEK 8</u></p> <ul style="list-style-type: none"> • Complete LDP <p>WEEK EIGHT Presentation of Leadership Development Plan (10/07/09)</p> <ul style="list-style-type: none"> • Oral Presentation of Leadership Development Plan (LDP) • Submit Written LDP • Submit PowerPoint presentation • Review for Final Exam <p>WEEK NINE Final Examination (10/14/09)</p> <ul style="list-style-type: none"> • Take Final Examination
<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.

2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades Statement:

Determination of grades is based on the following criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of “B”): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.



**The School of Business & Technology
Course Syllabus
Ocala Metropolitan Campus**

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

Reviewed by: _____ Nicki Nance _____

Job Title: _____ Faculty Coordinator _____

Date: 7/13/09 _____