

Course	MNGT 5670: Managerial Leadership
Term	Spring I, 2010
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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	It is expected that students in this course will have successfully completed MNGT 5000 or its equivalent.
Course Level Learning Outcomes	<p>Organizational leadership is the process of influencing other people to achieve organizational goals. Influencing others invariably involves power, politics and negotiations, so these are also covered in this course. Many people contend that there should be a distinction between "leaders" and "managers," but the nature of that distinction is usually unclear. However, this course is based upon the premise that "managers" must have the ability to influence others to achieve organizational goals, i.e., they must demonstrate leadership.</p> <p>Scholars and practitioners have espoused a wide range of organizational leadership theories over the past few decades. Accordingly, one course objective is to develop both the breadth and depth of students' knowledge of formal leadership theories, expanding beyond the basic leadership theories introduced in organizational behavior courses. After completing this course, students should know the basic principles and terminology of the following major categories of leadership theories:</p> <ul style="list-style-type: none"> • Trait-based leadership theories (e.g., personality traits, values and attitudes, skills, and abilities) • Behavior-based leadership theories (e.g., Ohio State and Michigan theories, Blake and Mouton's Managerial Grid and Leadership Grid theories) • Dyadic and follower-based theories of leadership (e.g., LMX theory, attribution models, implicit theories of leadership, and self-management) • Contingency (or situational) leadership theories (e.g., Situational Leadership, Fiedler's LPC or Contingency theory, Path-Goal

	<p>theory, Normative Decision Model)</p> <ul style="list-style-type: none"> • Charismatic and transformational leadership theories • Substitutes and neutralizers of leadership theories <p>This course will not survey contemporary leadership ideas and fads, although we will discuss and critically evaluate contemporary practitioner-oriented, popular press ideas about what constitutes effective leadership.</p> <p>A second objective of this course is to provide students with practice in some of the basic skills that leaders and managers utilize every day when influencing other people. However, this course is not primarily a “techniques” of leadership or management course (i.e., not a “skill development” course). After completing this course, students should know the basic principle of, and have had some practice in, the following basic leadership behaviors, skills, and competencies:</p> <ul style="list-style-type: none"> • Communication: Listening and giving feedback • Developing and using power and influence tactics to influence people • Building effective relationships with supervisors, peers, and subordinates • Goal setting • Delegation and empowerment • Conflict resolution and negotiation • Team building and team leadership (including self-managed work teams) • Coaching, mentoring and facilitation • Leading change in organizations (including cultural and strategic change) <p>A third course objective is to help students understand their preferred leadership styles by completing personality and attitude inventories and exercises. The final course objective is to give students practice analyzing different situations to determine the most appropriate leadership style(s). The situations will be presented through short videos, excerpts from movies and case studies.</p>
Materials	<p>REQUIRED TEXT: Leadership: Enhancing the Lessons of Experience, by R. L. Hughs, R. C. Ginnett, G. J. Curphy, McGraw-Hill Irwin, Sixth Edition, ISBN 978-0-07-340504-9.</p> <p>SUPPLEMENTAL READINGS: None. Instructor will have class handouts.</p> <p>VISUAL AIDS: Pygmalion: The Self-Fulfilling Prophecy; The One Minute Manager, 12 O’Clock High; Patton, Rickover, M. L. King</p>

<p>Grading</p>	<p>Your course grade will be based on your score on your examinations, papers, assignments, and your contributions to class discussions. These different components will be weighted as follows:</p> <p style="padding-left: 40px;">Midterm Examination: 30% Final Examination (in-class): 30% Research Paper/Book Report: 30% Class Participation: 10 %</p> <p>Letter grades will be assigned based on the percent of the total possible points (weighted according to the score above) that you earned in the course. The scale is shown below.</p> <p>Percentage of Total Points</p> <p style="padding-left: 40px;">85%-100%: A 80%-84%: A- 75%-79%: B+ 70%-74%: B 65%-69%: B- 50%-64%: C Below 50%: F</p> <p>(This section is intended to help students understand the way they will be assessed and the weights placed on various assignments, exams, etc. The sample grading scale provided is just one way the instructor may decide to approach grading within this course.</p>
<p>Activities</p>	<p>Class time will be spent on lectures, group exercises, and discussions of videos and short cases. Most individual exercises will be completed during class, but some will be completed outside class. Group exercises will be completed during class, but there will often 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 <u>may</u> be given without advance notice to determine if students are reading and learning the assigned material.</p> <p>There will be a midterm examination and a final examination. The midterm examination will consist of a take-home case analysis. The take-home case analysis will cover the first half of the course. The in-class final examination will cover the whole course. This is part of the Webster University Assessment program to ensure the Course Level Learning Outcomes. The final exam will consist of multiple choice, short essay, and case study questions. The examinations will cover all of the assigned textbook reading, even if the material was not discussed in the class</p>

	<p>lectures. In addition, the tests may also cover material not in the textbook, but which was covered in lectures, videos, cases, or additional readings. The examinations are 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 the topic.</p>
<p>Policy Statements: University Policies</p>	<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Course Policies</p>	<p>See above.</p>

Weekly Schedule	SCHEDULE OF REQUIRED READINGS, CLASS PARTICIPATIONS, AND ASSIGNMENTS, LECTURES, DISCUSSION, STUDENT PRESENTATIONS AND EXAMINATIONS	
	Week 1	ASSIGNMENT: TOPICS COVERED:
	Week 2	ASSIGNMENT: TOPICS COVERED:
	Week 3	ASSIGNMENT: TOPICS COVERED:
	Week 4	ASSIGNMENT: TOPICS COVERED: MID TERM EXAM
	Week 5	ASSIGNMENT: TOPICS COVERED:
	Week 6	ASSIGNMENT: TOPICS COVERED:
	Week 7	ASSIGNMENT: TOPICS COVERED:
	Week 8	ASSIGNMENT: TOPICS COVERED:
	Week 9	LECTURE: FINAL EXAM
Additional Information	None.	

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