

**WEBSTER UNIVERSITY**  
**5670 – Managerial Leadership**  
**COURSE SYLLABUS**

MNGT 5670  
Course Number

Mr. John H. Webber  
Instructor

Managerial Leadership  
Course Title

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2005 Fall-1

Location:  
U.S. Naval Hospital

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**Texts:**

Lussier, R.N. and Achua, C.F. (2004). *Leadership Theory, Application Skill Development*. South Western Publishing, ISBN: 032155565, 2004, 2<sup>nd</sup> Edition.

Fisher, R, and Ury, W. (1991). *Getting To Yes – Negotiating Agreement Without Giving In*. Penguin Publishing. ISBN: 0140157352 (paper, available from many sources)

**Course 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, conflict management techniques, and by developing the student's self-knowledge of his or her preferred leadership styles.

**Expected Incoming Student Competency:**

Those competencies appropriate to graduate level students are expected. These include ability to write in a grammatically correct and organized manner, to conduct research, to work effectively in groups, and to make an articulate oral presentation.

**Statement of Course Objectives:**

1. To study the major theories of leadership.
2. To improve students' ability to use the basic skills of leadership.
3. To enable students to understand their leadership style.
4. To examine approaches to leadership in a critical fashion and understand the relative advantages and disadvantages of each approach studied.
5. To identify and evaluate the contemporary issues of leadership in today's world in the broad context of national and global trends.

**Course Outcome Competencies: At the completion of this course, the student will be able to:**

1. Explain the basic theories and concepts of leadership.
2. Apply the basic skills of leadership.
3. Analyze their preferred styles of leadership.
4. Evaluate the relative advantages and disadvantages of different approaches to leadership.
5. Recognize contemporary leadership issues in today's world context.
6. Articulate the rationale behind applying various leadership approaches.
7. Recognize the leadership approaches of others.
8. Apply the basic skills of followership.
9. Apply the basic skills of peer interaction and teamwork.

**Schedule of required readings, assignments, and examinations:**

- Week 1: Read Chapter 1, Who is a Leader; Leadership Traits and Ethics.  
Review and discussion questions (hand in).
- Week 2: Read Chapters 2 & 3, Leadership Traits and Behavior and Motivation.  
Review and discussion questions (hand in).
- Week 3: Read Chapters 4, Communication, Coaching and Conflict Skills.  
Review and discussion questions (hand in).
- Week 4: Mid-term Exam
- Week 5: Read Chapter 5, Contingency Leadership Theory  
Review and discussion questions (hand in).
- Week 6: Read Chapter 10, Charismatic and Transformational Leadership.  
Review and discussion questions (hand in).
- Week 7: Read Chapters 11 & 12, Strategic Leadership and Leadership of Culture.  
Review and discussion questions (hand in).
- Week 8: Student presentations: Getting to Yes: Negotiating Without Giving In.  
Papers due.
- Week 9: Final Examination

**Course requirements:**

- a. Chapter review and discussion questions. (20% of grade)(**due class day, letter grade reduction for each day late**)
- b. Research paper. (30% of grade)
- c. Mid-term and Final exam. (50% of grade, 25% each)

**Research Paper:**

**Text: Getting to Yes: Negotiating Agreement Without Giving In, Fisher, Ury and Patton.**

I suggest that you buy this book used. The 1991 edition is an excellent one for this course and is available at very low prices on line.

**Requirements:**

1. Book report with specific questions you are to answer.
2. Fifteen pages, or more, from cover page through footnotes.

3. APA style.
4. Footnotes:
  - a. Footnote giving the location of the material from the book you are using.
5. Double-spaced, with one inch margins.

General Questions:

1. What advantages does principled negotiation have over positional bargaining?
2. Authors contend that neither being nice or too hard are effective roles in bargaining. What are the specific weaknesses of each approach? Discuss each.
3. What are the specific elements of principled negotiation? Discuss each.
4. What strategies are suggested if the opponent is more powerful than you are?
5. What do you do if the opponent refuses to use a principled negotiation? approach? Discuss your answer fully.
6. What are the possible responses to the types of dirty tricks outlined by the authors? Explain each response in detail.

Evaluative Questions: you are to evaluate each of these criticisms of the book’s approach to negotiations. Answers require that you address each element with specific information gained from the book. A simple yes or no will not be adequate.

1. Principled negotiation ignores these important functions of the positional approach in negotiation:
  - a. The importance of maintaining internal “unity” and “cohesiveness” of your bargaining team.
  - b. Providing an “overt appearance” of give and take – which can be of strong psychological value in a negotiation.
2. Principled negotiation does not work effectively if the underlying interests of the groups in a negotiation are incompatible.
3. Principled negotiation does not work when the other side takes an “adversarial hard” approach.
4. Principled negotiation does not recognize “power imbalances” in a negotiation?

Value: 30% of class grade.

Due date: Oral presentation and paper due date – Week 8 (hard date), grade reduction by letter each day late.

**Course Grading:**

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

### **Passports**

Passports is Eden-Webster Library's WWW site, integrating Internet resources and online databases for student and faculty research. Students are encouraged to use Passports for their research needs. Also, Passports is accessible from campus, home, or office using your student ID number, providing 24 hour access to :

- Library Catalogs and Collections
- Library Information
- Databases and Internet resources
- Forms and Help
- Connections to other sites

A direct link to Passports Eden-Webster Library's WWW site [is here](#).

### **Absenteeism**

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. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission from the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes that they do not attend. Students who do not attend the first class session or miss two class sessions, who have not prior arrangements with the instructor for being absent, will be dropped from the course.

### **Academic Impropriety**

Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline may be divided into the following categories:

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. To avoid plagiarism problems and to conform to academic standards you **must** footnote *anytime you refer to ideas that are not your own, i.e., ideas that were drawn from other sources*. To enable checking for academic dishonesty, students must be prepared to produce copies of all sources used in any paper upon request and all students are **strongly encouraged** to submit their work to [www.turnitin.com](http://www.turnitin.com) as a check against plagiarized work.
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.

- 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 cases 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.
- 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.

**ADA Statement**

If any member of the class has a documented disability and needs special accommodations, the instructor will work with the student and Webster University to provide reasonable accommodations to ensure the student a fair opportunity to perform in this class. Please advise the instructor of the disability and the desired accommodation(s) with the first week of the term.

**Syllabus Modification**

The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, and/or class input.

Reviewed/Approved:

\_\_\_\_\_  
 Dr. Richard Crosby  
 Regional Director

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 Date

