

**MAN 4930: Leadership**  
**Fall 2017 (Module 2 – Section 05C0)**  
**Mondays & Wednesdays: 4:05-6:00pm (Stuzin Hall – Room 014)**

**Instructor:** Dr. Alex Sevilla, Associate Dean & Director  
Heavener School of Business – The University of Florida  
(352) 273-0165 / [alex.sevilla@warrington.ufl.edu](mailto:alex.sevilla@warrington.ufl.edu)

**Office Hours:** 8:00am – 10:00am – Mondays & Wednesdays (by appointment)  
6:00pm on class days

**Required Readings:**

Text: *Leadership: Theory and Practice* (7<sup>th</sup> edition)  
Peter Northouse / ISBN: 978-1-4833-1753-3

Required Course Reading Packet (Target Copy):

**Collins, Jim – *Level 5 Leadership***

- Collins, J. 2005. Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review* (July/August): 136-146.

**Goleman, Daniel – *What Makes a Leader?***

- Goleman, D. 2004. What Makes a Leader? *Harvard Business Review* (January).

**Antonakis, John (et al) – *Learning Charisma***

- Antonakis J., Fenley M. & Liechti S. 2012. Learning charisma: Transform yourself into someone people want to follow. *Harvard Business Review* (June): 127-130.

**Conger, Jay – *The Necessary Art of Persuasion***

- Conger, J. 1998. The Necessary Art of Persuasion. *Harvard Business Review* (May): 87-95.

**Katzenbach, Jon (et al) – *The Discipline of Teams***

- Katzenbach, J. R. and D. K. Smith. 2005. The discipline of teams. *Harvard Business Review* (July/August): 162-171

**Beeson, John – *Why You Didn't Get That Promotion***

- Beeson, J. 2009. Managing yourself: Why you didn't get that promotion. *Harvard Business Review* (June): 101-105.

**Gabarro, John (et al) – *Managing Your Boss***

- Gabarro, J. J. and J. P. Kotter. 2005. Managing your boss. *Harvard Business Review* (January): 92-99.

**Christensen, Clayton – *How Will You Measure Your Life?***

- Christensen, C. 2010. How Will You Measure Your Life? *Harvard Business Review* (July-August).

**Recommended Readings: Refer to CANVAS Resources Section**

## Course Overview

Leadership is a highly valued commodity in business and society. It is also one of the most studied elements of human behavior. A quick Google scan or Amazon.com book search shows the strength of our appetite for leadership. Yet with all of this attention, leadership remains a mystery to many, generating a number of valid questions, such as:

- What is leadership?
- Who has access to leadership?
- Are leaders born or made?
- What is the difference between management and leadership?
- What behaviors are the “tools of the trade” for a great leader?
- Is there a dark side to leadership?

This course has several key learning objectives, but primarily, it aims to accomplish two critical things:

1. Deepens your understanding of leadership theory and how that relates to the leaders you will work with over the course of your career, and life. The course aspires to give you a *leadership lens*, helping you assess what makes leaders effective, or ineffective, in practice. Most importantly, the course will define how to use insight generated from your *leadership lens* to maximize your ability to work with every type of leader you will encounter on your leadership journey.
2. By sharpening your *leadership lens*, the course aims to give participants an appreciation for the value of truly transformational leadership, for the leader, their team and the organization. The course aspires to increase your interest, capacity and genuine desire to become an emergent leader today, and a transformational leader in the future.

## Learning Objectives:

1. Understand leadership theory and demonstrate an ability to distinguish between various leadership theories to better understand how they are applied in practice
2. Identify the skills, attributes and behaviors that are needed to be both an effective and ineffective leader
3. Demonstrate an understanding of how leadership impacts organizations, and more specifically:
  - How exceptional leadership impacts teams and individuals
  - How flawed leadership impacts teams and individuals
4. Demonstrate an understanding of the core tenets of emergent leadership and the potential impact an emerging leader can have on their team, their supervisor/leader and their organization
5. Gain a greater awareness of how your personal strengths, skills, attributes and behaviors will shape your leadership style and capacity for leading others

## **Class Format & Preparation**

This course will incorporate several different teaching methodologies, including: lectures, class discussions, assessments, case analysis, peer-learning, and guest speakers. Class participation is an essential (and required) element of this course. Straight lecture has its limitations, and the course becomes far more robust and meaningful with interactive dialogue and discussion. **Course readings are outlined on the class schedule and should be completed prior to each class session.**

## **Grading**

A	100-95	C +	79-75
A -	94-90	C	74-70
B +	89-86	D	69-60
B	85-83	F	Below 59
B -	82-80		

All assignments are to be turned in on time as specified in the syllabus. Late assignments will be penalized as follows:

Up to 48 hours late	10 point penalty (out of 100)
48 hours to 1 week late	25 point penalty (out of 100)
1+ week(s) late	50 point penalty (out of 100)

### **NOTE: Impact of class participation on grading (+1/-2 system)**

- Attend class & bring name card
- Come prepared to discuss scheduled topics, ask meaningful questions, etc.
- Be a positive force in class & respect the classroom environment

## **Academic Integrity**

As a University of Florida student, you have signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University”

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information in order to gain an academic advantage. This includes cheating on exams and/or plagiarizing work on any of the class assignments. For written assignments and team presentations, it is imperative that you cite the author appropriately when referring to someone else’s research/idea/thought/etc. In relation to team assignments, all students on the team are accountable to one another. If one member of the team commits an academic honesty violation, this will be considered a team infraction. It is imperative

that you hold each other accountable for creating a culture of academic honesty in this class, and in all of your academic work at the University of Florida.

Violations of academic honesty will be dealt with severely. At a minimum, cheating on exams will result in a score of zero on that exam for all participating students, and plagiarized assignments will result in a score of zero on that assignment for all participating students. Examples of violations of academic honesty on exams includes bringing in unauthorized notes, displaying an exam for others to see, looking at another student's exam, or communicating with others in any way during an exam.

### **Students with Disabilities**

If you have a documented disability needing accommodations must contact the Dean of Students Office as early in the term as possible. It is imperative that I know of any accommodations you require at least 48 hours prior to the exam. More information can be found at: <http://www.dso.ufl.edu/drc/>

## Class Assignments

- **Exams (40%) – Exam #1 (25%) and Exam #2 (15%)**
  - Students are responsible for the following content for each exam:
    - all assigned text and article readings outlined in class schedule
    - all class discussions, executive speaker and team presentations
  
- **Case Competition & Leadership in Action Report: DUE Dec 4<sup>th</sup> (30%)**
  - A case will be provided to the class on the date listed on the schedule
  - The case will be a broad strategy case
  - Teams of (5 or 6) will be formed during the semester
  - Teams will participate in MAN 4930 Case Competition on 12/4 and 12/16
    - December 4<sup>th</sup> – case competition event
    - December 6<sup>th</sup> – case competition feedback and learning outcomes
  - Each student will write a three page (max) Leadership in Action Report that will chronicle your experience working on the case competition.
  - Grades will be assigned for case competition and team presentation as defined by the case competition rules and rubric, and Leadership in Action Report rubric, which will be distributed in class once the case is launched
    - Case competition rubric will include:
      - Team presentation during competition - board room quality
      - Ability to incorporate MAN 4930 leadership topics into the solution presented for the case
      - Ability to address the main issues identified in the case
    - Leadership in Action Report rubric will require students to connect specific leadership content from MAN 4930 to this team project, team interactions & decisions, and the overall case experience.
  
- **Lessons from A Leader (15%) – DUE Nov 15<sup>th</sup>**
  - Identify a leader you would like to interview
    - Can be someone you know or do not know
      - **You will be surprised at who will say yes if you ask**
    - Find someone in your career/interest sweet spot
    - **No relatives or professors (without prior approval)**
  - Conduct a 30-60 minute interview – the goal is to bring to life some of the concepts and theories we discuss in class
  - Deliverables:
    - (25%) Interview questions – at least 4 good ones that you create
    - (25%) Interview insights – leader’s responses to questions
    - (50%) Learning outcomes – what were your big take-aways (3+)
    - 4 page cap (at least two pages of learning outcomes)
  
- **Charting your Leadership Journey (15%) – DUE Dec 8<sup>th</sup>**
  - Equipped with the lessons learned from MAN 4930, complete a thought exercise that charts your expected leadership journey for the first five years after graduation from College.
  - The rubric outlining the specific learning objectives for this assignment will be distributed at the midway point in the semester.

### Class Schedule (sequence/topics subject to change)

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Text</u>	<u>Article</u>
10/23	Monday	Course Overview – Goals & Expectations Leadership – An Introduction <b>Complete and return assessments in class</b>	Ch 1	
10/25	Wednesday	Leadership & Power Emergent Leadership Trait & Skills Based Leadership	Ch 1 Ch 1 Ch 2-3	
10/30	Monday	Style Leadership Understanding your leadership style	Ch 4	
11/1	Wednesday	Situational Leadership Leader-Member Exchange	Ch 5 Ch 8	
11/6	Monday	Leading Teams Creating case competition teams - exercise	Ch 12	Katzenbach
11/8	Wednesday	<b>Exam #1 (Room TBD)</b>		
11/13	Monday	Exam #1 – Results Leadership Roundtable - Conversation Case Competition Launch		
11/15	Wednesday	Charisma, Influence & Persuasion Prepping for the Case Competition		Antonakis Conger
11/20	Monday	Emotional Intelligence		Goleman
11/27	Monday	Transformational Leadership Defining the Heavener Transformational Leader	Ch 9	Collins
11/29	Wednesday	Executive-in-Residence (John Walsh – Disney) Dr. S's Lifetime Leadership Lessons		
12/4	Monday	Leadership Case Competition – Day 1		
12/6	Wednesday	Leadership Case Competition – Day 2 Feedback sessions with judges & peers		
12/11	Monday	Optional exam review & post class discussion		
12/13	Wednesday	Final Exam (room TBD)		