

MAN 6149
DEVELOPING LEADERSHIP SKILLS
MOD 2; Sections 012F and 012H
Mondays & Wednesdays (9:35-11:30 or 11:45-1:40)
Room: HGS 150

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Time of Class: Monday 9:35 or 11:45
Classroom: HGS 150
Office Hours: Tuesday 1:00-2:00
or by appointment

COURSE OVERVIEW

Much has been written recently on the important differences between "management" and "leadership," and on the potential impact of leadership on organizational effectiveness. Indeed, it has been noted by several leading scholars that the distinction between "management" and "leadership" is likely to become even more important in the future, because of the increasing amounts of change that organizations are experiencing:

"We need less management and more leadership. There are very distinct qualitative differences. Management assumes controlling, directing, checking. There is a specificity to management: there is an assumption of authority and control in management. Leadership is a very different quality--it involves creating direction through vision, direction through inspiration, direction through example, as opposed to direction through control." [Lawrence M. Miller]

"For quite some time in this country, leadership and management were mixed together. Management was assumed to be leadership. It's only in the last decade, really, that people have become aware that management and leadership are not the same thing at all. And we're beginning to see the return of true leadership, both as an idea and as a trait widely exhibited... True leadership, of course, has to be a little revolutionary. It has to be creative, it has to reach new grounds. If you are retreading old paths and making them broader and better and wider, that's wonderful, and it's very important -- but it's not leadership. In my view, that's more the function of management. Leadership is risk-taking, and taking risks is very difficult." [Kate Rand Lloyd]

Within the above context, the objective of this class is to enhance your understanding of what makes leaders effective in organizational settings. Although there are many different ways of defining leadership effectiveness, the majority of these definitions suggest that effective leaders are those that: improve the performance and attitudes of employees; motivate people to perform "above and beyond the call of duty;" and enhance organizational effectiveness. Thus, during this class, we will: (a) explore the criteria of leadership effectiveness, (b) identify those leader behaviors that have been found to be the most important ones for enhancing leadership effectiveness, and (c) explore how you can improve your own leadership "style."

Among the topics we will examine in the course are the following:

- ⇒ The criteria of effective leadership
- ⇒ Leadership behaviors that make a difference
- ⇒ Developing an understanding of your own leadership "style"
- ⇒ The importance of leadership vision
- ⇒ Initiating and leading organizational change processes
- ⇒ Factors associated with leadership failures

LEARNING OBJECTIVES

By the end of this course, students should:

- Demonstrate a better understanding of the behaviors/skills needed to be an effective leader.
- Be able to describe what effective leaders actually do.
- Be able to apply their knowledge to situations that leaders face in organizational settings.
- Enhance their understanding of how to deal effectively with change in organizational settings.

CLASS FORMAT, READING ASSIGNMENTS, PARTICIPATION, AND CLASS ATTENDANCE

In this course, we will use a variety of different teaching methodologies, including: lectures, video materials, class and small group discussions, experiential exercises, and team projects. All reading assignments should be completed prior to the day listed for discussion. Any additional assignments that require prior preparation will be announced in advance.

Given the nature of this course, each student is expected to come to class prepared to discuss assigned readings, and to participate actively in every class. Since much of this class is based on interactive discussion, it is important that you: (1) attend class; (2) prepare in advance for each session; and (3) present and defend your ideas on both a voluntary and cold-call basis. If you have prepared for class, presenting and defending your ideas should be relatively easy.

Each student will be assigned to a team of three to four classmates that will be asked to summarize and present the material from one or two chapters from either the Cialdini or Maxwell books to the class. The goal of the presentations is to develop a learning module that emphasizes the important leadership lessons from these books. This will require you to: (a) read the assigned chapters from the book; (b) read any supplementary materials you feel necessary; and (c) develop an effective, interesting presentation to the class. Each individual's grade on the team assignment will be a function of: (a) the overall effectiveness of the team in completing the project and (b) evaluations by group members of the individuals' contribution to the team project.

Given that much of the learning in this class is the result of your participation, class attendance is expected. If you have to miss a class for an unavoidable reason (such as a verifiable medical issue), please notify me 48 hours in advance by email. Failure to contact me before missing class may result in a lowering of your grade. In addition, if you miss a class, it is your responsibility to obtain the notes for that class from one of your peers.

REQUIRED TEXTS AND READING MATERIALS

Kouzes, J.M., & Posner, B.Z. (2012). *The Leadership Challenge: How to get Extraordinary Things Done in Organizations*. (5th Ed.) San Francisco: Jossey-Bass. This book is designated as (K&P) in the class schedule.

Cialdini, R.B. (2009). *Influence: Science and Practice* (5th Ed.). Boston: Pearson.

Maxwell, J.C. (2011). *The Five Levels of Leadership: Proven Steps to Maximize Your Potential*. New York: Center Street press.

MBTI® Self-Scoreable Form M (Self-Scoreable). Consulting Psychologists Press, Inc. (Available at UF Bookstore)

MAN 6149 Readings Packet at Target Copy

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

Barrick, M.R., Mount, M.K., & Judge, T.A. (2001). Personality and performance at the beginning of the new Millennium: What do we know and where do we go from here? *International Journal of Selection and Assessment*, 9, 9-30.

Bowen, D.E., Gilliland, S.W., & Folger, R. (1999). HRM and service fairness: How being fair with employees spills over to customers. *Organizational Dynamics*, 27, 7-23.

Campion, M.A., Palmer, D.K., & Campion, J.E. (1998). Structuring employment interviews to improve reliability, validity, and user's reactions. *Current Directions in Psychological Science*, 77-82.

Gruys, M.L., & Sackett, P.R. (2003). Investigating the dimensionality of counterproductive work behavior. *International Journal of Selection and Assessment*, 11, 30-41.

Kaplan, R.S., & Norton, D.P. (1992). *The Balanced Scorecard – Measures that Drive Performance*. *Harvard Business Review*, January-February, 1992; 71-79.

Kelley, R., & Caplan, J. (1993). How Bell Labs creates star performers. *Harvard Business Review*, July-August, 1993; 129-139.

Organ, D.W. (1988). The Good Soldier Syndrome. In D.W. Organ, *Organizational Citizenship Behavior*. Lexington, MA: Lexington. (pp. 1-14).

Rynes, S.L., Gerhart, B., & Minette, K.A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management*, 43, 381-394.

Schmidt, F.L., & Hunter, J. (2004). General mental ability in the world of work: Occupational attainment and job performance. *Journal of Personality and Social Psychology*, 86, 162-173.

Van Velsor, E., & Leslie, J.B. (1995). Why executives derail: Perspectives across time and cultures. *Academy of Management Executive*, 9, 62-72.

GRADING

The grades for this class will be determined by your scores on the following activities:

Midterm Examination	43%
Team Presentation	14%
Final Examination	<u>43%</u>
	100%

THE FINAL EXAM IS COMPREHENSIVE AND MAY INCLUDE ANY MATERIAL (READINGS, LECTURES, SMALL GROUP DISCUSSIONS, ETC.) DISCUSSED IN THE COURSE.

Grades in this class are assigned in a manner consistent with the guidelines recommended by the Hough Graduate School of Business. Although I will not adhere to a strict "curve," the expected distribution is given below:

A	High Distinction	10-15%
A-	Excellent	25-35%
B+	High Pass	0-50%
B	Pass	0-50%
B- thru C-	Weak Performance	0-15%

ACCOMODATIONS FOR STUDENTS WITH DISABILITES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

HONESTY POLICY

All UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

**MAN 6149 FALL 2017
COURSE OUTLINE AND SCHEDULE**

WEEK	DATE	TOPICS	CLASS ASSIGNMENT
1	10/23/17	<p>Overview, Introduction to Course, and Discussion of the Meaning of Leadership Effectiveness</p> <p>The purpose of this class session will be to provide an overview of the course, its requirements, and some procedural issues. In addition, we will be to begin to: (a) explore the notion of leader effectiveness in organizational settings, and (b) identify some leader behaviors that have been shown to be important determinants of a leader's success. Among the topics addressed are the following:</p> <ul style="list-style-type: none"> • Overview of class structure, grading, and expectations • Procedural issues and team assignments • What do we mean by leadership effectiveness? • What do effective leaders actually do? • How can we learn about leadership? 	<p>Kaplan & Norton (1998) "The Balanced Scorecard"</p> <p>(K&P) Chapter 1 – When Leaders are at Their Best</p>
1	10/25/17	<p>The Importance of Employee Ability and Personality to Leadership Effectiveness (Part I)</p> <p>The purpose of this class will be to explore the importance that employee ability has on leadership effectiveness. Among the topics addressed are the following:</p> <ul style="list-style-type: none"> • What role does employee ability play in leadership effectiveness? • What is the relationship between employee ability and motivation and employee performance? • What techniques can be used to assess employee ability? 	<p>(K&P) Chapter 2 – Clarify Values</p> <p>Schmidt & Hunter (2004) – "General Mental Ability"</p> <p>Campion et al. (1998) – "Structuring employment interviews..."</p>
2	10/30/17	<p>The Importance of Employee Ability and Personality to Leadership Effectiveness (Part II) and Providing an Appropriate Model</p> <p>In this class, we will continue our discussion of the role that employee ability plays in leadership effectiveness. Topics to be discussed include:</p> <ul style="list-style-type: none"> • What role should interviews play in selecting employees (and leaders)? • How can you improve the effectiveness of interviews? • How can leaders set the right example for people to follow? • What is the role of personality in the behavior of people at work? 	<p>(K&P) Chapter 3 – Set the Example</p> <p>Barrick et al. (2001) – "Personality and performance....."</p> <p>Please complete the MBTI Self-scoring Form M instrument before class.</p>

WEEK	DATE	TOPICS	CLASS ASSIGNMENT
2	11/1/17	<p>Communicating a Shared Vision</p> <p>In this class, we will examine the importance of communicating a shared vision as a leader. Topics to be covered in this class include:</p> <ul style="list-style-type: none"> • What does leadership vision mean, and why is it important? • What is the difference between outcome and process visions? • What can leaders do to get people committed to their vision? 	<p>(K&P) Chapter 4 – Envision the Future</p> <p>(K&P) Chapter 5 – Enlist others</p>
3	11/6/17	<p>Recognizing Accomplishments</p> <p>The purpose of this class will be to explore the relationship between employee satisfaction and employee performance and the important role that rewards and positive feedback have on this relationship. Questions to be addressed include:</p> <ul style="list-style-type: none"> • Why is recognizing the accomplishments of others critical to a leader's success? • What factors influence the effectiveness of positive feedback? • What is the relationship between employee satisfaction and performance? 	<p>(K&P) Chapter 10 – Recognize Contributions</p> <p>(K&P) Chapter 11 – Celebrate the Values and Victories</p> <p>Rynes et al. (2004) “The importance of pay in employee motivation...”</p>
3	11/8/17	<p>Recognizing Accomplishments (cont.) & Challenging the Process</p> <ul style="list-style-type: none"> • How can leaders give constructive feedback to others without turning them off? • What role does employee discipline play in leadership effectiveness? • Is punishment effective in organizational settings? (Does punishment work?) 	<p>Organ (1988) – “The Good Soldier Syndrome”</p> <p>(K&P) Chapter 6 – Search for Opportunities</p>
4	11/13/17	<p>What Makes Organizations Effective? – Understanding the Linkage Between Leadership Effectiveness and Organizational Effectiveness</p> <p>In this class, we will discuss the role that leaders play in leadership effectiveness. Among the topics to be addressed are:</p> <ul style="list-style-type: none"> • What is the relationship between leadership and organizational effectiveness? • What are organizational citizenship behaviors (OCBs) and how do they influence organizational effectiveness? 	<p>Bowen et al. (2007) -- “How Being Fair...”</p> <p>Kelley & Caplan (1999) – “How Bell Labs...”</p> <p>(K&P) Chapter 7 – Experiment & Take Risks</p>

WEEK	DATE	TOPICS	CLASS ASSIGNMENT
4	11/15/17	MIDTERM EXAMINATION	PREPARE FOR MIDTERM EXAM
5	11/20/17	What Makes Organizations Effective? (cont.) <ul style="list-style-type: none"> • What can leaders do to improve organizational effectiveness? 	K&P) Chapter 8 – Foster Collaboration (K&P) Chapter 9 – Strengthen Others Gruys & Sackett (2033) – “Investigating the dimensionality...”
5	11/22/17	HAVE A GREAT THANKSGIVING BREAK	HAVE A GREAT BREAK
6	11/27/17	The Importance of Trust in Leadership Effectiveness In this class, we will explore the important role that trust has on a leader’s effectiveness. Among the topics to be discussed include: <ul style="list-style-type: none"> • What do we mean by trust, and why is it important to a leader’s effectiveness? • What role do employee perceptions of support and fairness have on their trust for their leader? • What can leaders do to increase employee perceptions of support, fairness, and trust? 	K&P (Chapter 12) – Leadership is Everyone’s Business Antonakis et al (2012) – “Learning Charisma...”
6	11/29/17	Coaching and Providing individualized Support to Employees In this class, we will explore the important role that coaching and providing individualized support to employees has on employee attitudes and performance. Among the topics to be discussed include: <ul style="list-style-type: none"> • What do good coaches actually do? • Can you go too far in providing help to others? • How do you know when you have provided enough support? • What causes leaders to derail? 	Van Velsor & Leslie (1995) – “Why Executives Derail...” Maxwell (Level 1 Leadership)

WEEK	DATE	TOPICS	CLASS ASSIGNMENT
7	12/4/17	<p>Team Project Presentations -- The Weapons of Influence</p> <p>To be effective in organizational settings, one has to be able to influence the attitudes and behaviors of others. The purpose of Cialdini's book is to explore the various types of influence techniques that can be used in organizations, and the proper (i.e., ethical) way to use them. Included among the topics we will discuss are the following:</p> <ul style="list-style-type: none"> • What does it mean to have "influence" in an organization and where does it come from? • How can I be more influential and get others to do what I want? What are the ethical concerns with using influence? 	<p>Slides for ALL of the team projects are due via email on SUNDAY, DECEMBER 3rd by 5:00 pm</p> <p>Cialdini (Chapter 2) Team 1 Cialdini (Chapter 3) Team 2 Cialdini (Chapter 4) Team 3 Cialdini (Chapter 5) Team 4</p>
7	12/6/17	<p>Team Project Presentations -- The Weapons of Influence and the Levels of Leadership</p> <p>Many of you in this class have aspirations of being in a leadership role in the future. For the purposes of this class, we will examine John Maxwell's analysis of the skills necessary for the first four "levels" of leadership. Included among the topics we will address are:</p> <ul style="list-style-type: none"> • What are the skills necessary to become effective at each level of leadership? • What is required to transition from one level of leadership to the next? 	<p>Cialdini (Chapter 6) Team 5 Cialdini (Chapter 7) Team 6 Maxwell (Level 2 Leadership) Team 7 Maxwell (Level 3 Leadership) Team 8</p>
8	12/11/17	FINAL EXAM	PREPARE FOR THE FINAL EXAM

Team Presentations

A. Team Presentation Overview

For the purposes of this course, each team will be asked to summarize and present the material from a few chapters from either the Cialdini or Maxwell books to the class. The goal of the Presentations is to develop a learning module that emphasizes the important leadership lessons from these books. This will require you to: (a) read the assigned chapters from the book; (b) read any supplementary materials you feel necessary; and (c) develop an effective, interesting presentation to the class.

The audience for this presentation is comprised of your classmates, who are interested in it because of the learning lessons it provides for them in their present (or future) leadership positions. Therefore, when preparing and delivering this presentation, you should consider the most effective way of teaching to this audience. **If you have developed an effective learning module, the audience should feel that they have taken some important lessons from it that they can apply in their leadership positions.**

B. Team Presentation Format

Team projects will be completed in your randomly assigned groups, and will culminate in a **20-minute presentation delivered to the class. All teams will send me their presentation materials (including PowerPoint slides, handouts, and any other supplemental materials) via email by SUNDAY, DECEMBER 3rd at 5pm. All presentation materials must be turned in at this time. Presentations will occur on December 4th or December 6th.** Teams may not alter their presentation slides or handouts after they are turned in — to be fair to all teams, what your team presents must be identical to what your team turns in at this time.

C. Team Project Grading

The team project is worth 14% of your grade. Generally speaking, the following criteria will be used to evaluate each presentation.

Effectiveness of Presentation (Content):

- Did the team accurately summarize the material discussed in the chapters?
- Did the team integrate lessons about leadership from the class or readings into their presentation?
- Did the team provide clear and specific recommendations for leaders in actual organizations?
- Did the team make recommendations regarding leadership that past research (as reflected in the *readings, class discussions, and lecture notes*) would support?
- Can all members of the team answer questions regarding the presentation?

Creativity and Innovation of Presentation:

- Did the team create interest in the learning lesson that they developed for the class?
- Did the team utilize independent research (e.g., interviews with leaders, other media, etc.) in their presentation?
- Did the team present their material in a creative/innovative way that will help the audience remember the main learning points about leadership made in the book chapters?
- Did the team do something that made its presentation stand out from the rest?

Appearance and Consistency of Material/Presentation:

- Was the speaking style of the presenters professional?
- Were the slides clear, well organized, and easy to read?
- Were the slides consistent in terms of font, punctuation styles, etc.?

Although each team presentation will be evaluated by the other members of the class, the final grade for the presentation will be assigned by me. In addition, each team member will be responsible for providing evaluations for the other members of their team upon completion of the project. Individual grades for the group project will then be adjusted based on these team peer evaluation ratings.

Some Attributes of Effective (vs. Ineffective) Team Presentations

Effective Presentations	Ineffective Presentations
Provide a good (brief) summary of the key points of the book	Do a poor job of summarizing the key points of the book
Focus on a limited number of specific themes (three to four) per chapter	Try to address a wide variety of themes and lose focus
Make an attempt to integrate the material from the book with the readings and material from the class	Make no attempt to integrate the material from the book and the readings and material from the class
Enhance the learning process by presenting the material in a creative or innovative way (e.g., conducting independent research, using skits, interviews, etc. to supplement material from the book)	Standard presentation with slides and not very innovative
Presentation is given in the allotted period of time	Project presentation uses either substantially less (or more) time than allotted
Logical and consistent flow to the presentation	Unclear what the logic is that ties the presentation together
All slides are readable and self-explanatory	Slides are difficult to read and/or require a great deal of explanation
Team members are able to effectively address any questions regarding their presentation that are asked of them	Team members have difficulty answering questions of clarification or elaboration