

Warrington College of Business Administration
Heavener School of Business
Fisher School of Accounting
Hough Graduate School of Business

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GENERAL FACULTY MEETING
AGENDA | FRIDAY, May 3, 2013 | 10:00 A.M. | Hough 120A/B

1. The April 17, 2013 General Faculty Meeting Minutes is presented for approval by the faculty.
2. Other Business
3. Dean's Report

GRADUATE FACULTY MEETING
AGENDA | FRIDAY, May 3, 2013 | 10:00 A.M. | Hough 120A/B
(Immediately following General Faculty Meeting)

1. The April 17, 2013 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The MBA Committee voted to approve the MBA Curriculum change and is presenting the following to the faculty for approval.

MBA Curriculum Redesign: Proposed changes to the core

- (1.1) Remove BUL 5811 Legal Environment of Business
- (1.2) Remove 1 credit Ethical Role of the Manager class
- (1.3) Add 2 credit Ethical and Legal Environment of Business

- (2.1) Remove 1 credit Leadership Essentials class
- (2.2) Add MAN 6149 Leadership to MBA core curriculum (2 credits)

3. Other Business
4. Dean's Report

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GENERAL FACULTY MEETING
MINUTES | Wednesday, April 17, 2013 | 4:00 P.M. | 120A/B HGS

1. A motion was made to approve the March 22, 2013 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. The Final Draft of the Strategic Plan was presented for approval by the faculty. Dr. Lutz explained that Appendix A plus the references were included for planning purposes only and isn't part of the strategic plan. The faculty were asked to vote on an amended document to exclude Appendix A. A motion was made to approve the amended document. The motion was seconded to remove Appendix A as amended. The faculty voted and the Strategic Plan was approved as amended.
3. The Undergraduate Committee approved an adjustment to the following item and presented it for approval by the faculty. A motion was made to approve the following adjustment to GEB 4906. The motion was seconded and the faculty voted to approve the adjustment to GEB 4906 as presented.

Prefix: GEB 4906
Title: Independent Study
Change from: 1-4 Credits
Change to: 0-4 Credits
Justification: "to track/account for undergraduates who are doing research but not seeking academic credit"

4. Other Business - none
5. Dean's Report - none

GRADUATE FACULTY MEETING
AGENDA | Wednesday, April 17, 2013 | 4:00 P.M. | 120A/B HGS
(Immediately following General Faculty Meeting)

1. A motion was made to approve the March 22, 2013 Graduate Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. The Specialized Masters Committee approved the following item and presented it to the faculty for approval. A motion was made to approve the following new course. A motion was made to approve the course. The motion was seconded and the faculty voted to approve the item as distributed.

Prefix: GEB 6212
Title: PROFESSIONAL COMMUNICATION FOR ACCOUNTANTS
Effective Term: Fall 2014
Amount of Credit: 2
Prerequisites: GEB 3213 and GEB 3218; or to be determined by instructors
Description: This course focuses on the communication situations and documents experienced by working accountants, teaching students to communicate effectively in one-on-one meetings, persuasive proposals, negative message, routine e-mails, and reports. Students will analyze rhetorical techniques, so that they can communicate appropriately in response to context and audience.

3. The MBA Committee voted to approve the MBA Curriculum change. The item was presented to the faculty as informational. There was much discussion regarding the proposed changes to the MBA Curriculum. The intent was to vote on this item on April 25, but in order for the MBA Committee to consider the concerns brought up at the meeting the item will be voted on at the May 3, faculty meeting.

MBA Curriculum Redesign: Proposed changes to the core

- (1) Remove BUL 5811 Legal Environment of Business
 - (2.1) Remove 1 credit Leadership Essentials class
 - (2.2) Add 2 credit Leadership class (see sample syllabus attached)
 - (3.1) Remove 1 credit Ethical Role of the Manager class
 - (3.2) Add 2 credit Ethical and Legal Environment of Business (see sample syllabus attached)
 - (4.1) Remove QMB 5304 Intro to Statistics
 - (4.2) Add 1 credit Decision Tools class (see sample syllabus attached)
 - (4.3) Add 1 credit Project Management class (see sample syllabus attached)
 - (5) Choose 2 out of the following 3
 - (5.1) FIN 5439 [a.k.a. Finance 2] [This course is a pre-req for all 6000 level FIN courses and most 6000 level RE courses.]
 - (5.2) ECO 5715 Macroeconomics [For students who have already completed Intermediate Macro as undergraduates, the course they must substitute for ECO 5715 is an international course such as International Marketing, International Finance, Latin American Business.]
 - (5.3) Global Immersion Experience
4. Other Business - none
5. Dean's Report - Dean Kraft explained that the budget isn't finalized yet.

Attendance: John Kraft, Selcuk Erencuc, Gary McGill, Richard Lutz, Tawnya Means, Mark Rush, Joe Alba, Mike Ryngaert, Gwendolyn Lee, Kara Cupoli, Alex Sevilla, Roger Blair, Sarah Hamersma, Jonathan Hamilton, Steven Slutsky, Doug Waldo, Sanford Berg, Praveen Pathak, Anand Paul, Aner Sela, Steven Shugan, Bill Rossi, Adam Munson, Richard Romano, David Sappington, Robert Thomas, Ginny Maurer, Fiona Barnes

April 4, 2013

MEMORANDUM

TO: Gwendolyn Lee
FROM: Business Law Group
RE: Possible changes in the MBA curriculum

Should the MBA committee want to make any of the changes proposed for the MBA curriculum, we can do the following if asked:

Currently, BUL5811 Managers and the Legal Environment of Business is currently taught as a required course. In addition, for many years we have taught MAN 6930 The Ethical Role of the Managers, a one credit required course in business ethics.

Going Forward, we could alter the required course to become Law and Ethics in Business or The Legal and Ethical Environment of Business, incorporating more material on the ethical environment. To do so, we would reduce the coverage of business organization law and create a two credit elective in Law of Business Organizations. Attached is a sample of such a course that Ginny Maurer taught at the University of Michigan, so you can see what it might look like. We think it would have high acceptance among students as an elective.

We would want the law and ethics course taught to T2MBAs and Option A MBAs in modules 1, 2, or 3, and then we would offer the new elective in module 4.

ALSO: Any of the above courses would be falsely identified if they were called "Skills" courses. The material is disciplinary and substantive and we are not teaching students to be skilled at law or ethics.

Reasoning: The one credit ethics course has always worked well, but how well seemed to vary with the contexts and structures in which it was embedded (DOC, teamed with Groups and Teams, teamed with Leadership, stand-alone or integrated). In all cases, the one credit format seemed a negative signal to students. Moving ethics into the law class would resolve this issue. In addition, teaching ethics in conjunction with law would, we think, improve acceptance of the ethical subject matter among skeptical students.

The new AACSB standards require both legal/regulatory environment and ethics, so this would seem like a sensible and workable way to address these requirements.

LEADERSHIP EFFECTIVENESS
Tuesday/Thursday XX:XX – XX:XX
Room XXX

Professor Phil Podsakoff
Office number: Office hours: XX:XX – XX:XX
Phone: (352) XXX-XXXX

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.

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

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap ... And Others Don't*. New York: Harper Collins.

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

Additional reading material is available on library reserve.

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
- ⇒ Developing credibility as a leader
- ⇒ Initiating and leading organizational change processes
- ⇒ Factors that are associated with leadership failures
- ⇒ How to deal with an increasingly creative (and demanding) workforce

LEARNING OBJECTIVES

By the end of this course, students should:

- Understand the criteria that define effective leadership.
- Demonstrate a better understanding of the skills/behaviors needed to be an effective leader.
- Improve their ability to exhibit those behaviors that make leaders effective.
- Improve their understanding of how to lead change in organizational settings.

CLASS FORMAT, READING ASSIGNMENTS, AND PARTICIPATION

In this course, we will use a variety of different teaching methodologies, including: lectures, class-wide discussion, experiential exercises, and small(er) group discussions. 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 class.

GRADING

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

Midterm Examination	40%
Team Presentations	10%
Final Examination	<u>50%</u>
	100%

The final exam will be comprehensive, and may cover any material covered during the semester.

Grades will generally map onto the following grade distribution:

A	10% - 15%
A-	25% - 35%
B+/B/B-	Approximately 50% or more of the class
Below B-	As needed

ACADEMIC INTEGRITY CODE

For the purposes of this class, I will ask that each exam be accompanied by the statement, "I have neither given nor received unauthorized aid on this deliverable," along with your signature.

COURSE READING LIST

Beeson, J. (2009). Why you didn't get that promotion. Decoding the unwritten rules of corporate advancement. *Harvard Business Review*, June, 101-105.

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.

Cropanzano, R., Bowen, D.E., & Gilliland, S.W. (2007). The management of organizational justice. *Academy of Management Perspectives*, November, 34-48.

Garman, A.N., & Lesowitz, T. (2005). Research Update: Interviewing Candidates for Leadership Roles. *Consulting Psychology Journal: Practice and Research*, 57, 266-273.

Hogan, R., & Kaiser, R.B. (2005). What we know about leadership. *Review of General Psychology*, 9, 169-180.

Judge, T.A., Bono, J.E., Ilies, R., & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.

Kapucu, N., & Van Wort, M. (2009). Making matters worse: Anatomy of leadership failures in managing catastrophic events. *Administration and Society*, 40, 711-740.

Kerr, S. (1995) On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, 9, 7-14.

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

Podsakoff, N.P., Whiting, S.W., Podsakoff, P.M., & Blume, B.D. (2009) Individual- and Organizational-Level Consequences of Organizational Citizenship Behaviors: A Meta-Analysis. *Journal of Applied Psychology*, 94, 122-141.

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.

COURSE OUTLINE AND SCHEDULE

WEEK	DAY	TOPICS	CLASS ASSIGNMENT
1	Tuesday	<p>Overview & Introduction to Course</p> <p>The purpose of this class session will be to provide an overview of the course, its requirements, and some procedural and scheduling issues.</p> <p>⇒ Overview of class structure, grading, and expectations ⇒ Team assignments ⇒ Procedural issues</p>	Kaplan & Norton (1998) "The Balanced Scorecard"
1	Thursday	<p>What do we Mean by Leadership Effectiveness and What do Effective Leaders Actually Do?</p> <p>In this class, we will begin to explore the notion of leadership effectiveness in organizational settings. Among the topics addressed are the following:</p> <ul style="list-style-type: none"> • What do we mean by leadership effectiveness? • What do effective leaders actually do? • How can we learn about leadership? 	<p>(K&P) Chapter 1 – When Leaders are at Their Best</p> <p>(K&P) Chapter 2 – Clarify Values</p>
2	Tuesday	<p>The Role of Individual Differences in Leadership Effectiveness and Providing an Appropriate Example</p> <p>The purpose of this class will be to explore the importance that individual differences have on leadership effectiveness. Among the topics addressed are the following:</p> <ul style="list-style-type: none"> • What are the important dimensions of a leader's personality? • Do a leader's individual differences really make a difference? • What can a leader do to set the right example for others to follow? 	<p>K&P Chapter 3 – Set the example</p> <p>Hogan & Kaiser (2005) "What we know about leadership..."</p> <p>Judge et al. (2002) "Personality and leadership..."</p>
2	Thursday	<p>The Importance of Employee Ability to Leadership Effectiveness</p> <p>In this class, we will expand our individual differences to explore the role that employee ability plays in leadership effectiveness. Topics to be discussed include:</p> <ul style="list-style-type: none"> • What role does employee ability play in leadership effectiveness? • What is the relationship between employee ability and individual differences and employee performance? • What techniques can be used to assess employee and leadership ability? 	<p>Schmidt & Hunter (2004) – "General Mental Ability"</p> <p>Campion et al. (1998) "Structured Interviews"</p> <p>Garman & Lesowitz (2005) "Interviewing candidates for leadership roles"</p>

WEEK	DAY	TOPICS	CLASS ASSIGNMENT
3	Tuesday	<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 others committed to their vision? 	<p>(K&P) Chapter 4 – Envision the Future</p> <p>(K&P) Chapter 5 – Enlist others</p>
3	Thursday	<p>Recognizing Accomplishments</p> <p>The purpose of this class will be to explore the role that leader positive feedback and constructive feedback have on leadership effectiveness. 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? • Can a leader give too much positive feedback? 	<p>(K&P) Chapter 10 – Recognize Contributions</p> <p>Kerr (1995) "On the Folly of Rewarding A While Hoping for B"</p>
4	Tuesday	<p>Recognizing Accomplishments (cont.)</p> <ul style="list-style-type: none"> • How can leaders give feedback to others without turning them off? • What role does employee discipline play in leadership effectiveness? • Is punishment (or constructive feedback) effective in organizational settings? (Does punishment work?) 	<p>(K&P) Chapter 11 – Celebrate the Values and Victories</p> <p>(K&P) Chapter 7 – Experiment and Take Risks</p>
4	Thursday	MID-TERM EXAMINATION	TBA
5	Tuesday	<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? • What can I do to improve my personal leadership effectiveness? 	<p>Organ (1988) – "The Good Soldier Syndrome"</p> <p>Podsakoff et al. (2009) – "Individual- and Organizational-Level Consequences of Organizational Citizenship Behaviors"</p> <p>Cropanzano et al. (2007) -- "The Management of Justice"</p>

WEEK	DAY	TOPICS	CLASS ASSIGNMENT
5	Thursday	<p>The Importance of Trust in Leadership Effectiveness</p> <p>In this class, we will explore the important role that trust has on a leader's effectiveness. Among the topics to be discussed include:</p> <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? 	<p>K&P) Chapter 8 – Foster Collaboration</p> <p>(K&P) Chapter 9 – Strengthen Others</p>
6	Tuesday	<p>Coaching and Providing Individualized Support to Employees</p> <p>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:</p> <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? 	<p>K&P (Chapter 12) – Leadership is Everyone's Business</p>
6	Thursday	<p>Why Leaders Fail -- The Dark Side of Leadership</p> <p>In this class, we will explore some of the reasons why leaders fail and things that leaders do that decrease their effectiveness.</p>	<p>Van Velsor and Leslie (1995) – “Why Executives Derail”</p> <p>Beeson (2009) – “Why you didn't get...”</p> <p>Kapucu & Van Wart (2008) – “Making Matters Worse: An Anatomy of Leadership Failures...”</p>
7	Tuesday	<p>Influencing People at Work</p> <p>The purpose of this class is to develop a better understanding of the fundamental techniques of influence. Among the topics to be discussed are:</p> <ul style="list-style-type: none"> • The six basic principles of social influence • How to manage influence • How to protect yourself from unethical influence attempts 	<p>Cialdini (Chapters 1 & 2) Team (Team 1)</p> <p>Cialdini (Chapters 3) Team (Team 2)</p> <p>Cialdini (Chapters 4) Team (Team 3)</p> <p>Cialdini (Chapters 5 & 6) Team (Team 4)</p> <p>Cialdini (Chapters 7 & 8) Team (Team 5)</p>

WEEK	DAY	TOPICS	CLASS ASSIGNMENT
7	Thursday	<p>From Good to Great – Exploring the Role of Leaders in Organizational Change and Development</p> <p>In this class, we will examine Jim Collins' research that focuses on the factors that are associated with organizations making the move from Good to Great.</p>	<p>Collins (Chapters 1-3) Team (Team 6) Collins (Chapters 4-5) Team (Team 7) Collins (Chapters 6-8) Team (Team 8)</p>
8	TBA	FINAL EXAMINATION	DATE, TIME, AND LOCATION OF FINAL TEST TBA