

PROPOSED COURSE: ORGANIZATIONAL LEADERSHIP

This proposal is for an elective course in organizational leadership that will be taught on a flexible basis to upper division management students seeking to complete their major. Only students who have already taken MAN 3240 Organizations: Structure and Behavior will be eligible for this course. This course is needed because the major for management has not included enough regular course offerings, and the material taught in this class forms part of the core knowledge of the topic of management.

MAN 4122 ORGANIZATIONAL LEADERSHIP

COURSE DESCRIPTION

As James MacGregor Burns noted in his Pulitzer Prize-winning book on leadership, "One of the most universal cravings of our time is a hunger for compelling and creative leadership." To find and develop this kind of leadership, large and small organizations alike spend billions of dollars each year on leadership training. Furthermore, prestigious business schools such as Chicago, Duke, Wharton, Darden, and, yes, Florida consider leadership such an important area of business preparation that they require students to take a leadership course before earning their master's degree. Ironically, though businesses and business schools recognize the importance of leadership, many readers of the leadership literature have considered the field to be in virtual chaos. A review of the leadership literature concluded, "The field of leadership is presently in a state of ferment and confusion" (Yukl & Van Fleet, p. 149). This pessimistic view is starting to give way to a more optimistic—and definitive—view of the leadership literature. It is on this new paradigm that the leadership part of the course will be focused.

Several premises of this new leadership paradigm are:

- Leadership is both an art and science. We know a great deal about what makes leaders effective (and ineffective).
- Exemplary leadership behaviors can be learned.
- Learning how to be an exemplary manager and leader requires (a) accurate self-knowledge about one's strengths and weaknesses, (b) practice and experiential learning, combined with honest feedback about how to improve.

Accordingly, the mission of this course is as follows:

To help students develop their leadership skills so as to better realize their potential effectiveness as a manager, as a leader, and as a person.

REQUIRED TEXTS

1. Bennis, W., & Nanus, B. (1997). Leaders: Strategies for taking charge (2nd ed.). New York: HarperCollins.
2. Covey, S. R. (1989). The seven habits of highly effective people. New York: Fireside.

You can purchase these books from online stores such as Amazon.com. (To save you money, I did not order the books through the bookstore.)

GRADING AND COURSE REQUIREMENTS

Your final grade will be determined based on the following course requirements:

1. Attending class. Each week you will sign an attendance roster. You will receive full credit (100 points) for attending all class sessions, and will lose 5 points for each unexcused absence.
2. Participating while in class. You are expected to actively participate in class discussions and course exercises. You will receive full credit (100 points) for frequent high quality participation; 90 points for high quality but infrequent participation; 80 points for frequent but low quality participation; and 70 points for no participation. Scores between these specific point values will be assigned.

3. Completing surveys and PDP. You are expected to complete the personality and leadership surveys on time (before **September 26**), and turn in your personal development plan (PDP) on **December 5**. The personal development plan is worth 300 points total.

Because one cannot realize one's potential as a manager and leader without knowing one's personal weaknesses and strengths, in the personal development plan (PDP) you will prepare a document that assesses your strengths and weaknesses (from your and others' perspectives) and sets goals for the future. The PDP is due **December 5**.

In the course, you will complete several surveys of your leadership practices, as well as your personal orientation. An inventory designed to assess your leadership style—the Leadership Practices Inventory (LPI)—will be completed by you and three or more observers. All inventory forms must be returned by **September 26**. Because these reports take a great deal of time to produce, we will not be able to produce a report for you if you return your forms to us late. So, **it is critical you have the reports completed before September 26!**

Your LPI feedback reports will be provided to you on November 21 and discussed in class. After that, you will be asked to prepare a brief report that summarizes the feedback and asks you to submit a plan detailing how you will use the feedback to improve your leadership effectiveness. This report is due the last class, **December 5**.

The grading scale for the course is 93%-100%=A; 90%-93%=A-; 87%-90%=B+; 83%-87%=B; 80%-83%=B-; 77%-80%=C+; 73%-77%=C; 70%-73%=C-; 67%-70%=D+; 63-75%=D; 60-63%=D-; below 60%=F.

UF grade points are as follows: A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D+ (1.33), D (1.0), D- (.67), E (0.0).

ON BEING EVALUATED

In order to improve your leadership skills, you must know from what point you are starting. Thus, over the course of this class, you will be evaluated. You must be willing to accept this evaluative process. Though being evaluated is somewhat uncomfortable for most of us, you may find it one of the most beneficial aspects of the course.

STUDENTS WITH DISABILITIES

If you have a disability that may require modification of seating, testing, or other requirements, contact me immediately so that appropriate arrangements may be made.

CLASS SCHEDULE AND READINGS

On the following pages are the class schedule and readings. Because the readings are not evenly assigned to each class, you should either plan your schedule accordingly or, smooth out the flow by reading ahead of the schedule. This is your responsibility to manage.

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| 1. Week of | Introduction |
| August 29 | <i>Surveys handed out: DUE SEPTEMBER 29!</i> |

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| 2. Week of
October 31 | Introduction to Leadership
<i>Exercise:</i> Mutual needs analysis
<i>Exercise:</i> Defining characteristics of leaders |
| 3. Week of
November 7 | Personal Development
<i>Mini lecture:</i> Personality
Personality feedback
<i>Exercise:</i> Retirement party visualization
<i>Exercise:</i> Values rummy
<i>Exercise:</i> Commodity purchase

<i>Reading:</i> Covey |
| 4. Week of
November 14 | Transformational Leadership
<i>Mini lecture:</i> Transformational leadership
<i>Exercise:</i> Group leadership (Lost in the Himalayas)

<i>Reading:</i> Bennis and Nanus |
| 5. Week of
November 21 | Developing Your Transformational Leadership
Leadership Practices Inventory feedback
<i>Exercise:</i> LPI worksheet
<i>Exercise:</i> Texoil |
| Week of
November 28 | No class (Thanksgiving break) |
| 6. Week of
December 5 | Review, Overview, and Course Evaluation
<i>Exercise:</i> The Employee Exit Interview (Lewicki # 12)
Review
Course evaluation

PDP due! |