

**Siena Heights University
at Lansing Community College**

**MGT 452 - Leadership
Fall 2009**

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Course Number: MGT 452
Course Title: Leadership
Semester: Fall 2009
Classroom location: University Center

Texts

Leadership: Research Findings, Practice, and Skills, 5th edition Dubrin; Houghton-Mifflin
ISBN 13-9780618731374

Principled Centered Leadership, 1st edition by Covey; Fireside Book, Simon & Schuster
ISBN 0671792806

****Another book to be determined at first night of class****

A Writer's Resource: A Handbook for Writing & Research, Maimon, E., Peritz, J., & Yancey,
K. (2007).2nd Edition, McGraw Hill, ISBN 0073259381

****PRE-CLASS ASSIGNMENT****

Read chapter 1 in the Dubrin text, ***Leadership: Research Findings...***

Business Administration Learning Outcomes

The SHU Catalog describes the Business Administration program in terms we reaffirm today.

You will continue to develop these skills; communication, creativity, analytical ability and integrative thinking.

Your learning experiences should prove to be practical, theoretical, broadening, reflective of cultural and ethical values.

Course Description

The student will develop an understanding of how leadership is practiced, be able to assess their own leadership style, and gain an understanding of how to enhance their leadership style and skills. This class is designed to be a mixture of theoretical inquiry, application of experiences through examples of effective leadership in action, skill development, while identifying and enhancing their leadership style. Exploration of the leadership areas of research findings about leadership, the practice of leadership, and personal skill development.

Course Objectives

- To understand an overview of the various leadership roles and to understand the various rewards and frustrations contained in these roles.
- To interact with a comprehensive description of the personal qualities of leaders in developing a personalized model.
- Provide the student with a thorough understanding of the basic leadership behaviors and attitudes, while exploring emerging concepts of effective leadership attitudes.
- Develop an understanding of leadership style and its relevance to the interactions in the work place.
- Leadership theories will be personally applied through cognitive and behavioral strategies designed to enhance personal achievement and effectiveness.
- To gain a working knowledge of the main contingency theories of leadership, their application, strengths and weaknesses.
- To provide students with new insights into power and politics in order to make more informed use in effectively leading others.
- To gain the ability to develop teams, motivate others, and coaching of individual team members in achieving day-to-day goals.
- Develop a creative problem-solving approach to be effective in situations as a leader at various levels in an organization.
- An overview of the many communication skills necessary for effective leadership with special focus on resolving conflict.
- Understanding the leadership challenges stemming from working in international and culturally diverse environments.
- Develop a basic understanding of the potential contribution of total quality management in improving the systems of the firm.
- To assist students in creating an understanding of the nature of leadership development programs, including the necessity for continuous learning, awareness of leading edge and future concerns of leaders.

Course Methods

To achieve the stated objectives, the class interweaves the following seven activities to help in the summarizing and synthesizing of relevant information on leadership and its development.

- Self-assessment exercises to relate new skills to students' personal characteristics. Do all of them in Dubrin text.
- Presentation of examples of leadership practices, behaviors, and personal attributes of real-life leaders
- Skill development and application exercises to emphasize the activities and skills of effective leaders
- Individual and group activities to further develop and enhance analysis
- Guidelines for action giving additional suggestions for improving leadership skill and practice
- Leadership case problems for individuals to focus on their own insight, analysis and prescription in a case study approach
- The identification and development of a personal leadership plan

Delivery will include the following: lecture, group discussions, role-play, videos, in-class presentations and exercises to achieve the stated outcomes.

Course Rules

The following rules are to protect you from arbitrary judgments and practices by me that could allow other students unfair advantages. If these rules are unclear to you, please ask me to explain them further.

Initiative: If you experience problems, contact me as early as possible. Early contact allows us more flexibility in resolving your concerns.

Late assignments: All assignments are due at the beginning of the class session. Late work will receive a reduction of one letter grade. Once I hand back graded work, I reserve the right to refuse your late assignment.

Writing skills: Your writing quality can improve or diminish your written assignments.

Attendance: Each class is worth 2 points and they cannot be made up.

Plagiarism: Be very clear what plagiarism is, please do individual work and credit others as necessary. The first offense is a zero for the assignment; the second is an E for the course.

Written assignments must be typed or computer generated.

Explanation of Course Assignments:

Book Report: Each student will select a book on **leadership** to read and write a 3 page summary. The first 2 pages should summarize the key concept of leadership from that author's perspective. The 3rd page should compare and contrast ideas of the chosen book with the two assigned texts.

Journal Summary: See attached handout on keeping a journal and preparing summary papers.

Final Paper: The paper should be 5 to 6 pages which will summarize and analyze at least ten of the self-assessment activities in the DuBrin text. All self-assessments should be completed before scheduled class. Choose the ten most meaningful activities and analyze what you learned or confirmed about your own leadership characteristics. In addition, you should examine concepts from the Covey text and analyze what you learned about your own leadership. You will also prepare a family mission statement.

Finally, from all the readings, assessment activities, class discussions and journaling, identify your personal strengths and weaknesses. Then develop a personal development plan (short term and long term), which you will use to build your strengths and reduce or eliminate your weaknesses.

This paper is meant for you to take an introspective look at yourself and your leadership traits and resolve what you have learned about yourself and leadership.

Written assignments must be typed or computer generated.

Grading Scale and Points

| <i>Grading</i> | <i>Points</i> | <i>Grading Scale</i> |
|-----------------------|----------------------|-----------------------------|
| Journal | 30 | 93 – 100 = A |
| Book Report | 20 | 85 – 92 = B |
| Attendance | 30 | 78 – 84 = C |
| Final Paper | <u>20</u> | 70 – 77 = D |
| Total Points | 100 | |

Calendar - Fall 2009

| <i>Class Dates</i> | <i>Readings</i> | <i>Assignments</i> |
|--------------------|-------------------------|---------------------|
| August 31 | DuBrin, Chapter 1 | |
| September 14 | Video | Book selected |
| September 21 | Covey, Chapters 1 – 7 | |
| September 28 | DuBrin, Chapters 2 - 4 | |
| October 5 | Covey, Chapters 8 - 13 | Journal Summary I |
| October 12 | DuBrin, Chapters 5 - 7 | |
| October 19 | Covey, Chapters 14 – 22 | |
| October 26 | DuBrin, Chapters 8 - 10 | Journal Summary II |
| November 2 | Covey, Chapters 23-31 | |
| November 9 | DuBrin Chapters 11 - 13 | |
| November 16 | DuBrin Chapters 14 – 15 | Written Book Report |
| November 23 | Oral Book Report | Journal Summary III |
| November 30 | Oral Book Report | Final Paper Due |
| December 7 | Course Wrap-up | |

- Journal Summary Report due Weeks 5, 8, and 12
- Written Book Report due November 16
- Oral Book Report due last 2 weeks of class
- Final Paper due November 30

*** If a student is in need of an accommodation based on the impact of your disability, you should contact me to arrange an appointment. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Students with Disabilities for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously registered with the Office for Students with Disabilities, I encourage you to do so. Just a reminder, requests for accommodations are not retroactive.**