

OL 500-01 Leadership Theory & Practice Spring 2015

Just as iron sharpens iron, colleagues sharpen the minds of each other.

-- Proverbs 27:17

Instructor: Professor Gil Jacobs, PhD, CPA, CGMA

Class Days: Tuesday 5:30 pm – 7:30 PM in Hirt Room 209

Office Hours: Monday - Wednesday, 2 PM - 4 PM and by appointment

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Course Description

This course focuses on theories and models of leadership in a variety of organizational settings. Case studies that illuminate the behavior dynamics of effective leaders will be analyzed. In-class exercises will give students the opportunity to apply theory to practice. This integrative course will also examine present and future leadership issues. By working together, we can create a learning environment that not only expands your thinking about leadership in general, but also facilitates personal growth and reflection. I look forward to your feedback and insight on the course and course content throughout the class, and I hope you will be open to my honest feedback and assessment of your performance in the class. Feel free to come to me with ideas and areas for continuous improvement at any time during the course.

Course and Organizational Leadership Program Learning Outcomes

We will work together to accomplish a variety of learning outcomes, but only you truly determine what you will get out of a course and the degree to which you take ownership of your learning.

Course and Program Learning Outcomes	Course Assignments	Assessment Tools
Distinguish contemporary leadership theories and models.	Assigned Readings, Exams, & Journals	Chapter & Mid-Term Exams Journals
Apply appropriate leadership theories and models to organizational settings.	In Class Case Studies Leadership in the Movies Leadership in the News	Class Participation Rubric Oral Presentation Rubric Oral Presentation Rubric
Demonstrate exemplary written and oral communication, interpersonal, and presentation skills.	Leadership Research Summary Leadership Research Presentation Leadership in the News	APA Research Paper Rubric Oral Presentation Rubric Oral Presentation Rubric
Create and articulate a personal leadership philosophy and personal leader development plan	Leadership Philosophy Paper	APA Research Paper Rubric

Program Student Learning Outcomes (SLOs): Additionally, all OL graduate students are expected to meet the following program Student Learning Outcomes (SLOs) upon graduation:

1. Consistently demonstrate exemplary written and oral communication, interpersonal, and presentation skills.
2. Distinguish contemporary leadership theories and models; articulate a personal leadership philosophy; and apply appropriate models to an organizational setting.
3. Ability to assess self, others, groups, and organizations to achieve shared goals.
4. Demonstrate personal ethical and professional standards; apply standards to the organizational setting.
5. Reflect and assess communication-based skills required for effective participation in organizational life.
6. Apply basic financial and budgeting techniques in an organizational setting.
7. Demonstrate ability to engage in independent research by applying critical thinking and inquiry skills in data gathering, synthesis, problem solving, and decision-making abilities through an in-depth understanding of the literature.

Required Texts:

- Gallos, J. (Ed.). (2008). *Business leadership* (2nd ed.). San Francisco: Jossey-Bass.
- Keith, K. (2008). *The case for servant leadership*. Westfield, IN: The Greenleaf Center for Servant Leadership.
Available at http://www.greenleaf.org/catalog/Greenleaf_Center_Books.html
- Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.
- *Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C: American Psychological Association.

Recommended Additional Text:

- Yukl, G. (2006). *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Teaching Approaches

As your instructor, my primary responsibility is to provide you opportunities for in-depth understanding, analysis, and experiential learning. To this end, I will use a combination of the following pedagogical approaches/tools during the term:

- Lectures/PowerPoint Presentations
- Case studies
- Experiential activities
- Interactive discussions
- Videos
- Individual/group presentations

Case Study Method

The unique method for this class is a blend of intensive case analysis with individual preparation and group discussion. All students are assigned to discussion groups that are called learning teams and are typically made up of five to six students, assembled by the instructor. These learning teams are organized to promote diversity of professional and academic backgrounds. Learning team members communicate with each other through various means including dialogue in Blackboard, email, and telephone. The course uses Darden's four-step learning process for case analysis:

1. Read and consider each case. Identify problems, define alternatives, analyze data, make decisions, and outline a course of action in your own in writing.
2. Discuss the case within your learning team.
3. The collective input from everyone on the learning team provides a common understanding of the issues and potential solutions for the team presentation in the classroom.
4. Synthesis and reflection. At the end of each period, students take time to consider how their initial ideas changed because of the dialogue and input from their learning team, other learning teams, and the instructor. Record your reflections in writing on your original analysis and turn these in to the instructor at the end of class.

Communication of Changes

As the instructor, I reserve the right to modify or delete any assignment or due date as I see necessary. Such changes will be announced well in advance. If you are not in class when a change is announced, you are still responsible for abiding by the changes. I actively use email to keep in touch with students and announce changes to the course and syllabus. Please check your Mercyhurst email and Blackboard frequently to see what announcements I have made.

Learning Differences

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please know that it is the policy of Mercyhurst University that it is the student's responsibility to provide documentation of his/her disability to the director of the Learning Differences Program. Please call the Learning Differences office at 814-824-3017 to coordinate needed accommodations.

Academic Policies

Make-ups - Make-up of exams, quizzes, and written assignments will be allowed **at the instructors' discretion**, only under extremely extenuating circumstances, and only when we are informed in advance of the exam, quiz, or due date. Assignments submitted late are subject to grade point reductions for lateness.

Attendance & Punctuality - Attendance and getting to class on time are expected. Attendance is necessary for participation, and in-class participation is one measure of the student's learning and his/her class contribution. As a result, attendance directly affects a student's final course grade. *Students are expected to notify the professor of any anticipated absence.* Students who expect to miss a *scheduled presentation* should notify the professor as far in advance as possible. Any rescheduling will be at the convenience of the professor.

Athletics & Academics - Recognizing the importance both academics and athletics plays in the development of students and the willingness of professors to work with students participating in athletics, the following important collaboration must take place between students who are involved with athletics and the professor before the "Last Day to Drop/Add" courses. Students who will miss any scheduled classes due to athletics must obtain from their coach or supervisor a letter stating which scheduled classes they will be unable to attend due to their participation in athletics. Students are to discuss this letter with their professor to determine if it is possible to make up the missed work outside of class or if they should drop the course due to their inability to participate in class.

Academic Honesty - Students are expected to contribute actively to the development of an atmosphere of academic integrity. Mercyhurst College assumes, therefore, that students will not resort to plagiarism or any other form of academic dishonesty. Students found guilty of willful academic dishonesty will automatically receive a grade of F in the course. Students are subject to possible disciplinary action and dismissal from the program in unusually serious cases. Any student found to be in collaboration with another student involved in academic dishonesty is also subject to disciplinary action. Disciplinary action may be appealed to the Office of Academic Affairs for final disposition.

Contribution to the Class – We expect students to contribute to the class by 1) attending class and being in class on time, 2) being prepared for class, 3) *thinking* about the concepts and issues, 4) asking questions, especially if something is unclear, 5) participating in class discussions and exercises, 6) performing their share of work on group exercises and assignments, 7) seeking help from instructors when needed, and 8) behaving in a professional, courteous manner.

Cell Phones, Computers, & Other Personal Communication Devices – To avoid disrupting class activities, please turn off your cell phone, computers, etc., before entering class. If there is some special circumstance that requires you to keep it on, please see your instructor.

Matrix of Instructional Contact Hours

Classroom instruction	26.0 hours
Exams, journals and feedback from graded papers	20.0 hours
Total Contact Hours	46.0 hours

Course Requirements

Because different students have different learning styles, this course is geared toward providing a variety of opportunities in which to earn points for the class. To this end, the following requirements are designed to provide students with a well-rounded learning opportunity.

- **Leadership Philosophy Paper** – see guidance and rubric in Assignments in Blackboard
- **Class Participation:** see guidance and rubric in Assignments in Blackboard
- **Leadership in the News:** see guidance and rubric in Assignments in Blackboard
- **Journals in Blackboard** – see guidance in Blackboard
- **Midterm Exam** - see guidance and rubric in Assignments in Blackboard
- **Movie Review** – see guidance and rubric in Assignments in Blackboard
- **Leadership Research Summary & Presentation** – see guidance and rubric in Assignments in Blackboard
- **Chapter Exams in Blackboard**

OL 500 Course Assignments

Leadership Philosophy Paper	20 %
Leadership in the News	5 %
Class Participation	10 %
Chapter Exams in Blackboard	16 %
Mid-term Examination	10 %
Leadership in the Movies Presentation	14 %
Leadership Research Summary & Presentation	15 %
Journals in Blackboard	<u>10 %</u>
Total	100 %

Optional – SkillScope 360 Degree Leadership Assessment & Leadership Development Plan**Note: See instructor for more information.****Evaluation Policies**

For each assignment in this class, you will receive extensive instructions and evaluation criteria. Be sure to carefully read these instructions and ask questions well in advance of the due date. This course will be evaluated using the following grading scale:

A = 93% – 100%

B+ = 88% - 92%

B = 83% – 87%

C+ = 78% - 82%

C = 73% - 77%

D+ = 68% - 72%

D = 63% - 67%

F = Below 63%

An “I” grade will be assigned only in those cases where the student has failed to measure up to minimum requirements on account of absence for sickness or for some other significant reason, not to avoid failing the class. A student who fails to remove the grade of incomplete within 30 days after the grade reports were postmarked will automatically receive a failure for the course. Graduate students must maintain a 3.0 grade point average to receive the Master of Science degree. Additionally, any course below a “C” will not count toward graduate work.

Planned Course Schedule – Spring 2015

Date	Topic/Assignments	Readings
3 Feb.	Introduction/course requirements Definitions of leadership Chapter Exam in Blackboard	Gallos, Chapters 1-5 Northouse, Chapter 1 Northouse, Chapter 1
10 Feb.	Trait Approach Chapter Exam in Blackboard Chapter Exam in Blackboard	Northouse, Chapter 2 Northouse, Chapter 2 Northouse, Chapter 3
17 Feb.	Style Approach Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 4 Northouse, Chapter 4
24 Feb.	Situational Approach Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 5 Northouse, Chapter 5
3 Mar.	Contingency Theory Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 6 Northouse, Chapter 6
10 Mar.	Mid-Term Break	
17 Mar.	The Path-Goal Theory Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 7 Northouse, Chapter 7
24 Mar.	Servant Leadership Chapter Exam in Blackboard Midterm exam is due	Northouse, Chapter 10 Northouse, Chapter 10
31 Mar.	Leader-Member Exchange Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 8 Northouse, Chapter 8
7 Apr.	Transformational Leadership Chapter Exam in Blackboard Leadership in the Movies	Northouse, Chapter 9 Northouse, Chapter 9 Gallos, Chapters 3, 23, 24, and 29
14 Apr.	Individual Presentations of Leadership Research Leadership Research Summary is due	
21 Apr.	Authentic Leadership Chapter Exam in Blackboard Team Leadership	Northouse, Chapter 11 Northouse, Chapter 11 Northouse, Chapter 12

Chapter Exam in Blackboard
Leadership in the Movies

Northouse, Chapter 12

28 Apr. Psychodynamic Leadership
Chapter Exam in Blackboard
Women & Leadership
Chapter Exam in Blackboard
Leadership in the Movies

Northouse, Chapter 13
Northouse, Chapter 13
Northouse, Chapter 14
Northouse, Chapter 14

5 May Culture & Leadership
Chapter Exam in Blackboard
Leadership Ethics
Chapter Exam in Blackboard

Northouse, Chapter 15
Northouse, Chapter 15
Northouse, Chapter 16
Northouse, Chapter 16
Gallos, Chapters 33, 34, 35, and 36

7 May Leadership Philosophy Paper is due.