



Truth • Virtue • Service

The Department of Business and Management is dedicated to equipping Business students to respond ethically, think critically, communicate effectively and perform with excellence as Christians in a changing world.

MNGT 470: Organizational Leadership

Fall 2009

M/W – 12.00-12.50pm, Heath 102

Weekend Module – Fri., Oct. 9, 4.00-10.00pm; Sat., Oct. 10, 9.00am-5.30pm

Dr. James Woodrow

Professor of Management

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Office Hours: M (1.00-2.00pm), T (2.00-4.00pm), and W (1.00-4.00pm)

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COURSE DESCRIPTION AND MAJOR REQUIREMENTS

Prerequisite: MNGT 325. Reviews and applies research and developments in the field of leadership as they relate to personal and group awareness, behavior, communication, change management, ethics, and diversity. Explores the life of the leader as a person to understand how character, spirituality, and personal conduct influences inter-personal relationships, team and leadership building, and overall management in the workplace. (3 units)

INSTRUCTOR

Dr. Woodrow began his career in the family furniture business and the resort industry, later earning his advanced degrees in administration and policy at USC and Vanderbilt. During his 25-year career in higher education, he has served as an administrator, professor, consultant, and author. Prior to joining the Vanguard faculty, Woodrow lived and worked in London, England, as director of the European business program and visiting professor of management with Pepperdine University. He also has consulted to schools and colleges, churches, city councils, and businesses, and continues to consult to individuals and organizations on issues of workforce productivity and strategic planning. Over the years, Dr. Woodrow has spoken at management and marketing conferences, published articles in professional journals, and contributed toward books on robotics, management, and higher education. A globe trekker, Woodrow has traveled to more than 85 countries around the world, and has taught in Vanguard's Semester in Europe Program (VESPA).

TEXTS AND COURSE MATERIALS

Daft, R. L. (2008). *The Leadership Experience*. (4th ed.). Mason, OH: South-Western. ISBN-13: 978-0-324-53968-4 (paperback).

Note: All students enrolled in this course are required to purchase a personal copy of the textbook (“sharing” textbooks is not permitted). The book will be used in every class session (final course grades will be reduced by at least a half-letter grade for students who don’t regularly bring their textbook to class each week).

ADDITIONAL RESOURCES USED IN THE COURSE

In addition to the texts, the following sources will be utilized: videos, cases, exercises, self-insights, and other relevant material related to leading organizations effectively. Also, all students are expected to monitor contemporary developments in leadership by reading the *Los Angeles Times*, *Wall Street Journal*, *Washington Post*, or other major newspapers, as well as selectively reading various publications such as *The Economist*, *Fortune*, *Business Week*, and other magazines and journals.

LEARNING GOALS AND OBJECTIVES

Students will be exploring the principles of leadership within the context of a university that values Christian ideals; seeks to develop them for a life of purpose, service, and leadership; and provides an environment that advocates their intellectual, physical, psychological, and spiritual well-being. The primary objectives of this course are to:

- Guide you in understanding and appreciating the role of leading organizations effectively.
- Introduce you to various contemporary leadership models and help you continue to develop your own definition of what it means to be a leader.
- Cause you to reflect on and anticipate places in which, and ways in which, you will develop and extend your leadership during your career and lifetime.
- Help you practice your critical thinking, interpersonal, persuasive, and other skills necessary to lead 21st century organizations.

CORE VALUES

This course supports and integrates the core values of the Department of Business and Management:

- **Integration of Faith**
- **Mentorship**
- **Academic Rigor and Substance**
- **Continuous Value Added Partnerships**

VANGUARD UNIVERSITY EDUCATIONAL TARGETS AND GOALS

This course supports and integrates the educational targets and goals of Vanguard University:

- **Intellectual Engagement**
- **Aesthetic Expression**
- **Spiritual Formation**
- **Responsible Stewardship**
- **Professional Excellence**
- **Sociocultural Responsiveness**

FUNDAMENTAL SKILLS AND FOUNDATIONAL PRINCIPLES

The Department of Business and Management has identified the following fundamental skills and foundational principles that are essential learning objectives for undergraduate Business students. Fundamental skills relate to general knowledge and personal abilities that graduates will carry with them into their careers and lives. The primary

fundamental skills and foundational principles for this course are shown in bold. Foundational principles require learning accomplishment in areas directly related to business disciplines, and form the core degree requirements within Vanguard’s business programs.

Fundamental Skills:

- **Communication Skills**
- **Teamwork and Project Management**
- **Thinking and Problem Solving**
- **Decision Making**
- **Ethical Reasoning**
- Business Tools and Technology
- **Change Dynamics**

Foundational Principles:

- Accounting
- **Management and Leadership**
- Marketing
- Legal and Regulatory
- Economics
- Finance
- Global Dimensions of Business

INSTRUCTOR'S TEACHING STYLE

Students are encouraged to think of themselves as active (vs. passive) learners in this course. To provide them with an environment conducive to dynamic, participative learning, the instructor will utilize the classroom much like a laboratory, where participation is encouraged and valued; therefore, the class will be conducted as an interactive exchange. Students will take an active role in leading discussion of cases, presenting cases, and providing critical commentary. Each class will involve discussion and dialogue as major elements in the learning strategy, although lecture will be utilized to provide grounding for subject content. Individual participants will be responsible for completing reading assignments and participating in discussion of those readings.

ASSESSMENT MEASURES*

1. **Class Participation and Attendance: Weekly.** Students will be assessed for their preparation for class and engagement in discussions. Preparation for discussions should include completing assigned reading, developing questions about assigned material for clarification and understanding, and observing current events in media for class discussion. Participation is worth 5 points (5%). The attendance policy (each 50-minute class session qualifies as one “absence”) is as follows: 0-4 absences (no penalty) and 5 or more absences (at least a half-letter grade penalty deducted from final course grade). Class begins promptly at the designated hour and students are urged to be on time. (If tardiness and/or early departure become a pattern, the student’s final grade also will reflect this problem.) All absences should be reported in advance, when possible, to the instructor; however, please note that the instructor’s “an absence is an absence” perspective translates into a “no excused absences” policy.
2. **Class Participation and Attendance: Weekend Module.** Students will be assessed for their preparation for class and engagement in discussions. Preparation for discussions should include completing assigned reading, developing questions about assigned material for clarification and understanding, and observing current events in media for class discussion. Participation is worth 5 points (5%). The attendance policy (each 50-minute class session qualifies as one “absence”) is as follows: 0-2 absences (no penalty) and 3 or more absences (at least a half-letter grade penalty deducted from final course grade). Class begins promptly at

the designated hour and students are urged to be on time. (If tardiness and/or early departure become a pattern, the student's final grade also will reflect this problem.) All absences should be reported in advance, when possible, to the instructor; however, please note that the instructor's "an absence is an absence" perspective translates into a "no excused absences" policy.

3. **Self-Insights: Reflection Papers.** As students complete the Daft self-insights, they will critique and interpret their scores, respond to discussion questions, and develop action plans for improving scores. Students have the liberty of selecting as few as half of the self-insights to address in their papers. Papers should be approximately 5-6 double-spaced pages in length. Each electronically-submitted paper is worth 15 points, totaling 30 points (30%) over the course of the semester.
4. **Leadership Analysis: Presentation.** Toward semester's end, groups of 3-4 students will present their findings of famous or well-known leaders. Regardless of group size, each group member will research and speak about an individual leader (e.g., a group of four students will analyze four leaders). Students should select a leader who is especially interesting to them. The "best leaders" Web Link on the course web site may be useful. Students may select any type of leader for whom there is sufficient information to provide a good analysis of leadership processes and outcomes. Examples include political leaders, military leaders, business executives, religious leaders, sports coaches, and leaders of social movements. The student should read (and cite) at least three separate sources (biographies and articles) that provide enough detail to identify specific traits and skills, behaviors, influence processes, and relevant aspects of the situation. The most useful type of source is a biographical account of the leader's activities and accomplishments. Other relevant sources may include: an autobiographical account or memoirs written by the leader; a detailed, analytical article written by someone besides the leader, filmed biographies or documentaries about the leader, and dramatized accounts of significant events involving the leader. All sources should be clearly cited in the presentation.

A minimum requirement of the presentation is to identify specific behaviors and refer to relevant theories to explain why behaviors were appropriate or inappropriate in the situation faced by the leader. Even better is to identify reasons why the leader was successful enough to become famous. Both strengths and weaknesses of each leader should be identified. Issues of ethical leadership should be considered as well. It is helpful to use quotes and detailed descriptions of selected incidents to support conclusions about the leader's behavior and influence on followers. It also is useful to describe some detailed incidents involving effective or ineffective behavior by the leader to support an analysis. Each group presentation should be 15-20 minutes in length and is worth 20 points (20%).

5. **Examinations.** During the semester, mid-term and final exams will be administered to the class. Each in-class, closed-book exam is worth 20 points, totaling 40 points (40%) for both exams.

* Please consult the rubrics in the supplemental Learning and Feedback Guide for reference to paper, presentation, and participation assessment standards.

COURSE GRADING

Each student's scores and grades will be posted on Professor Woodrow's course web site (see MNGT 470's "GradeBook" at <http://jameswoodrow.pageout.net>).

Components of Course Scores ("point" system):

Participation (Weekly)	5%
Participation (Weekend Module)	5%
Reflection Papers I: Self-Insights	15%
Reflection Papers II: Self-Insights	15%
Mid-Term Examination: Part I (Multiple-Choice)	10%
Mid-Term Examination: Part II (Short-Essay)	10%
Presentation: Leadership Analysis	20%

Final Examination: Part I (Multiple-Choice)	10%
Final Examination: Part II (Short-Essay)	<u>10%</u>
Total	100% (or 100 points)

Grading Scale:

A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	below 60%

DISABILITIES

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at beth.lorance@vanguard.edu.

For students with a documented learning disability who would like to request appropriate accommodations, please contact Barbi Rouse, the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at brouse@vanguard.edu.

POLICY ON ACADEMIC INTEGRITY

The Department of Business and Management, as an entity within a Christian institution, seeks to operate according to the highest standards of integrity. Mutual respect among all members of the community (students, faculty, and staff) establishes an environment in which learning can take place. Therefore, members of the community are expected to conduct themselves with proper respect toward each other. For the benefit of the community, class time is to be valued through proper preparation, timely attendance, adherence to established deadlines, appropriate use of electronic equipment, and suitable attire. Academic work should always represent members' best efforts. Unethical behavior of any kind damages the community, and should not be tolerated by any of its members.

Academic Dishonesty

Academic dishonesty, either cheating or plagiarism (presenting as one's own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a class assignment or test may result in disciplinary action ranging from a failing grade on the assignment or test up to dismissal from the program. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Department Chair and Dean are to be notified of instances of academic dishonesty.

Examples of a student committing plagiarism include, but are not limited to, allowing his/her work to be:

- Part or all of an assignment copied from another person's assignment, notes or computer file.
- Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet or website.

- A sequence of ideas transferred from another source which the student has not digested, integrated and reorganized, and to which he/she fails to give proper acknowledgment.

Examples of a student being an accomplice in plagiarism include, but are not limited to:

- Allows his/her paper or other assignment, in outline or finished form, to be copied and submitted as the work of another.
- Lends his/her computer disk to another student or otherwise allows his/her computer files to be copied for the purposes of plagiarism.
- Prepares a written assignment for another student and allows it to be submitted as another's work.

Electronic Plagiarism

There are four forms of plagiarism involving the use of computers and electronic storage of text.

1. Printing two or more copies of the same research paper, which are used to fulfill the requirements for more than one class without the consent of the professor(s). Some professors permit multiple submissions of papers, but others require that a paper be unique and original for each course. Submitting a paper previously used in another class, submitting a duplicate copy of a paper being used in another class or revising a paper used in an earlier class or used in another class during the same semester is unacceptable, unless you have obtained the express permission of your professor(s). If you are not sure about your professor's policy on the use of papers for more than one class, be sure to ask rather than turn in your work based upon an assumption of what will be accepted.
2. Using material from another student's paper. Block copying allows the transportation of whole sections or paragraphs of one paper to be merged into another paper. Plagiarism is the use of someone else's words or ideas without crediting that person, with or without the permission of the original writer to use his/her ideas. All material borrowed verbatim must be put in quotation marks and credited appropriately, regardless of the source. All ideas borrowed and turned into your own words must also be credited appropriately. You are prohibited from transporting whole sections of text from one student's paper into another student's paper, regardless of how much revision is done to the copied material.
3. Two or more students handing in copies of the same research paper or assignment, with each student claiming individual credit for the work. To avoid the accusation of collaboration in plagiarism, a student should not lend his/her disks to another student, who might copy an assignment from the disk.
4. Students are expected to take responsibility to prepare themselves for lectures, which includes reading and studying the text materials as required, engaging in classroom discussions, and completing all assignments with their best effort.

*All policies stated in this syllabus are subject to change per the current academic Catalog. For more information, please see the 2009-2010 Catalog.

PROFESSIONAL CODE OF CHARACTER

The following Professional Code of Character is expected from all students:

1. **Integrity** is a valued character trait. *“People with integrity have firm footing, but those who follow crooked paths will slip and fall.”* (Proverbs 10:9) Students will:
 - a. Be righteously trustworthy. This includes refraining from plagiarism, cheating, or aiding another student in such. For additional information about consequences of unethical behavior students should refer to the Vanguard University Student Handbook.

- b. Be Christ followers who keep each other accountable, as well as extend grace and encouragement.
 - c. Do work as unto the Lord. Student work is to be representative of their best effort, complete, and on time.
 - d. Be mindful that when we stumble we admit to it, repent, and seek restoration and forgiveness.
2. **Respectfulness** is a valued character trait—of the Lord, to each other, of yourself, to your professor, and to staff and administrators. *“Show proper respect to everyone; Love the brotherhood of believers, fear God, honor the king.”* (1 Peter 2:17) Students will:
- a. Be on time—to class or turning in assignments.
 - b. Turn off and put away cell phones while in class, performing an assignment, or taking an exam.
 - c. Use laptops in the classroom only as permitted by the professor for appropriate coursework. Any type of recording, copying, or photographing of the professor, fellow students, or course materials is not permitted without prior approval of the professor.
 - d. Practice appropriate attire and hygiene for a professional, university environment.
 - e. Use bathroom facilities before or after class.
 - f. Clean up after themselves. Eating or drinking in the classroom is permitted at the discretion of the professor.

SCHEDULE OF ASSIGNMENTS

The schedule below is designed to help students prepare for upcoming class sessions in advance. It should be considered "tentative" as the instructor and class may occasionally desire more or less time than anticipated on the various topics. Supplementary readings and activities also will be introduced by the instructor and students throughout the term.

Class Sessions

Aug. 26, 31,
Sept. 2
(Part I of II)

Topics and Activities

Chapter 1: What Does It Mean to Be a Leader?

Self-Insight: Your Learning Style (p. 11)
Self-Insight: Your Leadership Potential (p. 16)
Self-Insight: Are You on a Fast Track to Nowhere? (p. 25)

Discussion Questions (p. 28)

Leadership at Work: Leadership Right-Wrong (p. 28)

Video: Donna Fernandes of Buffalo Zoo
Video: Lee Van Arsdale of Special Forces
Video: Robert Lane of John Deere & Co.
Video: Gary Kelly of Southwest Airlines

(Part II)

Chapter 2: Traits, Behaviors, and Relationships

Self-Insight: Rate Your Self-Confidence (p. 42)
Self-Insight: What’s Your Leadership Orientation (p. 47)
Self-Insight: Your “LMX” Relationship (p. 55)

Discussion Questions (p. 57)

Leadership at Work: Your Ideal Leader Traits (p. 58)

Video: Sunshine Cleaning Systems

Video: Leadership at Kluster

Sept. 7 (holiday), 9

Chapter 3: Contingency Approaches

Self-Insight: T-P Leadership Questionnaire (p. 67)

Self-Insight: Are You Ready? (p. 74)

Self-Insight: Measuring Substitutes for Leadership (p. 87)

Discussion Questions (p. 89)

Leadership at Work: Task Versus Relationship Role Play (p. 90)

Sept. 14, 16

Chapter 4: The Leader as an Individual

Self-Insight: The Big Five Personality Dimensions (p. 99)

Self-Insight: Measuring Locus of Control (p. 104)

Self-Insight: Instrumental and End Values (p. 106)

Self-Insight: What's Your Thinking Style? (p. 115)

Self-Insight: Personality Assessment (p. 122)

Discussion Questions (p. 125)

Leadership at Work: Past and Future (p. 125)

Video: Machado & Silveti

Video: Decision Making During Hurricane Katrina

Video: Decision Making at Insomnia Cookies

Sept. 21, 23

Chapter 5: Leadership Mind and Heart

Self-Insight: Mindfulness (p. 139)

Self-Insight: Emotional Intelligence (p. 149)

Self-Insight: Love or Fear? (p. 151)

Discussion Questions (p. 156)

Leadership at Work: Mentors (p. 156)

Sept. 28, 30
(Part I of II)

Chapter 6: Courage and Moral Leadership

Self-Insight: What's Your Mach? (p. 166)

Self-Insight: Your Servant Leadership Orientation (p. 177)

Self-Insight: Assess Your Moral Courage (p. 183)

Discussion Questions (p. 187)
Leadership at Work: Scary Person (p. 188)

Video: Business Ethics and Whistleblowing
Video: Social Responsibility - Timberland
Video: Bakery with a Conscience
Video: Patagonia

(Part II)

Chapter 7: Followership

Self-Insight: The Power of Followership (pp. 196)
Self-Insight: Are You an Annoying Follower? (p. 205)
Self-Insight: Receiving Feedback (p. 211)

Discussion Questions (p. 216)

Leadership at Work: Follower Role Play (p. 217)

Oct. 5, 7

Chapter 8: Motivation and Empowerment

Self-Insight: Are Your Needs Met? (p. 232)
Self-Insight: Your Approach to Motivating Others (p. 238)
Self-Insight: Are You Empowered? (p. 247)

Discussion Questions (p. 284)

Leadership at Work: Should, Need, Like, Love (p. 252)

Video: A Motivation Convention in Chicago
Video: Entrepreneurship with Todd McFarlane
Video: The Container Store
Video: Motivating Employees at KPMG

Weekend Module

*(Fri., 4-10pm;
Sat., 9am-5.30pm)*

Overview and Projects

Self-Insights, Discussion Questions, Videos, and Leadership at Work (TBA)

Leadership Analysis: Research

Mid-Term Exam Review: Chapters 1-8

Oct. 12, 14

Mid-Term Exam: Chapters 1-8

Monday: Part I (Multiple-Choice) and Wednesday: Part II (Short-Essay)

Oct. 19, 21

Chapter 9: Leadership Communication

Self-Insight: Am I Networked? (p. 262)
Self-Insight: Listening Self-Inventory (p. 268)
Self-Insight: Communication Apprehension (p. 274)

Discussion Questions (p. 284)

Leadership at Work: Listen Like a Professional (p. 284)

Video: Le Meridian
Video: Getting Your Message Right

Oct. 26, 28

Chapter 10: Leading Teams

Self-Insight: Is Your Team Cohesive? (p. 304)
Self-Insight: Assess Your Team Leadership Skills (p. 308)
Self-Insight: How Do You Handle Team Conflict? (p. 316)

Discussion Questions (p. 318)

Leadership at Work: Team Feedback (p. 318)

Video: Cannondale
Video: Team Activities for Co-Workers
Video: NASCAR Lessons for Airline Workers
Video: Groups and Teams at Kluster

Nov. 2, 4
(Part I of II)

Chapter 11: Developing Leadership Diversity

Self-Insight: Values Balancing (p. 327)
Self-Insight: A Passive Bias Quiz (p. 329)
Self-Insight: Social Values (p. 341)

Discussion Questions (p. 348)

Leadership at Work: Personal Diversity (p. 348)

Video: CEO Carly Fiorina of HP
Video: CEO Meg Whitman of eBay
Video: CEO Andre Thornton of GPI Procurement Services
Video: Colorism

(Part II)

Chapter 12: Leadership Power and Influence

Self-Insight: Transformational Leadership (p. 358)
Self-Insight: Have You Got Charisma? (p. 362)
Self-Insight: Your Leadership Orientation (p. 372)

Discussion Questions (p. 379)

Leadership at Work: Circle of Influence (p. 380)

Nov. 9, 11
(Part I of II)

Chapter 13: Creating Vision and Strategic Direction

Self-Insight: My Personal Vision (p. 390)
Self-Insight: Visionary Leadership (p. 393)
Self-Insight: Your Strategy Style (p. 409)

Discussion Questions (p. 413)

Leadership at Work: Future Thinking (p. 414)

Video: Vermont Teddy Bear Company
Video: Pike Place Fish Market
Video: JetBlue Airlines
Video: Panera Bread
Video: Johnson & Johnson Credo

(Part II)

Leadership Analysis: Presentations

Nov. 16, 18
(Part I of II)

Chapter 14: Shaping Culture and Values

Self-Insight: How Spiritual Are You? (p. 423)
Self-Insight: Working in an Adaptive Culture (p. 428)
Self-Insight: Culture Preference Inventory (p. 438)
Self-Insight: Personal Ethical Beliefs (p. 440)

Discussion Questions (p. 445)

Leadership at Work: Walk the Talk (p. 446)

Video: Fallon Worldwide
Video: NBB and Organizational Culture
Video: Harley Davidson

(Part II)

Leadership Analysis: Presentations

Nov. 23, 25
(Part I of II)

Chapter 15: Leading Change

Self-Insight: How Innovative Are You? (p. 455)
Self-Insight: Are You a Change Leader? (p. 460)
Self-Insight: Do You Have a Creative Personality? (p. 466)

Discussion Questions (p. 476)

Leadership at Work: Organizational Change Role Play (p. 477)

Video: Toyota

Video: Apple iPods
Video: eBay
Video: Change & Innovation at TerraCycle

(Part II) **Leadership Analysis: Presentations**

Dec. 1, 3 **Leadership Analysis: Presentations**

Fri., Dec. 11 **Final Exam: Chapters 9-15**
(1.00-3.00pm)
