Managerial Leadership  
MGMT 4461-001  
Class meets: T, Th. From 9:40-11:05 am  
Spring 2010  
Coy A. Jones, Ph.D.  
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E-Mail ajones@memphis.edu  
Office Hours: Tues. & Thurs.: 3:00 – 5:00 pm, (or By Appointment)

Course description: In-depth examination of leadership in business organizations; critical evaluation of the meaning and practice of leadership; coverage of philosophy, psychology, and the process of leadership, including the process functions of creating vision, use of power and influence, being effective, and applying wisdom.

I. Mission of the Class: To improve our abilities to succeed and help others succeed in organizational settings.

II. Goals: To learn, that is, acquire knowledge and skills.  
Make the course an enjoyable and successful experience.  
Students earn a grade and 3 semester hours credit.

III. Objectives: To gain an understanding of leadership philosophies, processes and psychology in organizations by:  
+ becoming familiar with the terms and terminology of leadership  
+ diagnosing problems of leadership in organizations  
+ studying, experiencing and learning how to handle situations requiring leadership skills  
+ evaluating and making decisions concerning the implementation leadership strategies in organizations

IV. Expectations Necessary for the Achievement of Above:

Students will:  
+ attend, at least, 90% of the class meetings  
+ come to class on time (not tardy) and do not leave early or during class  
+ participate in class discussions and team projects  
+ have read and understand text assignments prior to class or group discussion in order to gain quality participation  
+ complete all written assignments on time  
+ No laptops or cell phone, no text messaging, etc…) turned on during class – we will be engaging much more powerful technology  
+ take all exams and quizzes at the same time the class takes them. Make-up exams only in the most extreme circumstances, requires documentation.
The Professor will:
+ meet classes on time
+ come to class prepared to instruct and provide meaningful learning experiences
+ allow for and encourage student discussion on course material and structure
+ grade all students on the same basis (i.e., performance/results, exams, cases, assignments, and participation)

MUTUAL AGREEMENT

The class will be an enjoyable and successful experience if we all commit to these expectations. It will be assumed that students remaining in the course agree that these expectations are reasonable and necessary. Our commitment to these expectations will make the achievement of the class mission, goals, and objectives possible.

POLICY ON CHEATING

It is expected that students are honest and inclined to do their own work. However, for the few who may be tempted to take advantage of some opportunity to unjustly enhance their performance, Part III A1 concerning Academic Misconduct and Part III A3 concerning Disciplinary Procedures of the Student Handbook will be enforced. (See last page)

POLICY ON CONDUCT IN CLASS

It is assumed that all students will conduct themselves appropriately during class. However, if any need to be reminded Part III E concerning Classroom Misconduct and Part III A# concerning Disciplinary Procedures of the Student Handbook will be enforced.

POLICY ON STUDENTS WITH DISABILITIES

Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS). Students who request disability accommodations without a memo should be referred to SDS.

Prerequisite: MGMT 3110 and MGMT 3510

**WARNING:** If you do not have the appropriate prerequisite for this course, you may be administratively dropped from this course. The administrative check will probably not be completed until after the add period is over.

**GRADING REQUIREMENTS AND PROCEDURES**

**Grading Criteria:** The grades will be determined by scores in four performance measures.

**Grade Allocation:**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>150</td>
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<tr>
<td>Exam II</td>
<td>150</td>
</tr>
<tr>
<td>Lessons in Leadership:</td>
<td></td>
</tr>
<tr>
<td>Team Project Report (50) &amp; Presentation (25)</td>
<td>75</td>
</tr>
<tr>
<td>Self Leadership Action Plan</td>
<td>75</td>
</tr>
<tr>
<td>Attendance*</td>
<td>50</td>
</tr>
<tr>
<td>Instructor's Evaluation of class participation* &amp; exercises**</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>550</td>
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Grading Scale (expressed as a percentage of the total points possible): A+ = 97-100%, A = 90 - 96%, B+=87-89%, B = 80- 86%, C+ = 77-79%, C = 70%, D+ = 67-69%, D = 60-66%, F = 59% or less

* The purpose of this performance measure is to determine how well students manage themselves. Getting to class on time should be viewed as a self-leadership project that establishes programmed decisions regarding when to start to the classroom allowing for drive-time, parking-time, walking-to-the-building-time, and taking-care-of-necessities-time. The attendance points are earned by attending class on time! Remember “on time” is 9:40 am and sharp! After 3 misses, 4 points are deducted for an absence and 2 points are deducted for being late. Late means coming in after your name has been called.

** The quality of individual discussion will be a major factor. Quality aspects of discussion include: examples of course concepts in action, integration of two or more course concepts, or statements adding to the value/use of course concepts. The first assignment is found on the last page of this syllabus, and is due Thursday, Jan. 21.
Your professor reserves the right to alter this schedule as circumstances may dictate. All changes will be announced in class. Any student not attending class on the day of a change announcement is held responsible for obtaining the information on their own initiative.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic(s)</th>
<th>Material supplied</th>
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| Jan. 10  | **Leadership: An Organizational Process**  
Increasing Importance of Leadership in Organizations | |
| Jan. 17  | Evolving Approaches to Leadership | |
| Jan. 24  | **Leadership: The Vision Function**  
The Environment and Leadership  
Visionary Leading: Potential Problems | |
| Jan. 31  | **Leadership: The Influence Function**  
Motivation – Understanding the Internal Process  
Influence – Inspiring Enthusiastic Effort | |
| Feb. 7   | Leading and Developing Teams  
Communication and Leading Relationships | |
| Feb. 14  | <<<<<< **Exam 1**: Thursday, Feb. 18 >>>>> | |
| Feb. 21  | **Leadership: The Effectiveness Function**  
Leadership Processes and Management Processes  
Leadership Effectiveness and Management Skills  
Leading Quality Assurance | |
| Feb. 28  | **Leadership: The Wisdom Function**  
Wisdom and Leadership | |
| Mar. 7   | ((((((( Spring Break Mar. 8-14 )))))) | |
| Mar. 21  | Leadership Decision Making | |
| Mar. 28  | **Effective Behaviors in Leadership**  
Leadership Contingencies  
Leadership Psychology | |
| Apr. 4   | <<<<<< **Exam 2**: Thursday, Apr. 8 >>>>> Continued on next page | |
Apr. 13, 15, 20, 22  Team Presentations

Apr. 27  Team Presentation and
- Lesson in Leadership – Written Team Project – Due: Tuesday, Apr. 27

May 4  Last Team Presentation and
- Self Leadership Action Plan (SLAP) – Due: May 4 – 10:30 am
(Please, use Mastering Self-Leadership, Neck & Manz to help stimulate your thoughts for completing this project, and start early in the semester.)

The following are some of the criteria used to evaluate all of your Assignments:

1. **Clarity, Organization, & Professionalism**: clear writing style, logical flow of writing, following the required format.
2. **Thoroughness**: includes adequate coverage of all functions and elements, as well as, appropriately relating the concepts and functions in the LLF.
3. **Quality**: care and critical thought put into each entry.
Lessons in Leadership
Team Project

Each student will be assigned to a team to work on the “Lessons in Leadership” term project. Each team will choose two business organizations of substantial size (thousands of employees) and analyze, then compare and contrast the leadership of those organizations. Parts of the report are listed below:

1. A historical overview of each organization (approximately 3 pages)
2. Describe each organization’s general approach to leadership (1 -2 pages)
3. Each organization’s vision – how and when was it developed (1 – 2 pages)
4. Descriptions of the most recognizable leaders in each organization and how they exercise influence (2 – 6 pages)
5. What indicators of each organization’s ability to effectively execute can be pointed out? How is execution carried out (2 -3 pages)
6. Describe some indicators of each organization’s wisdom or lack thereof and any specific leadership behaviors noted (2 – 5 pages)
7. Compare and contrast the leadership strengths and weaknesses of these organizations (3 – 7 pages)

Team Presentation

Each team will make a 60 minute presentation of their Lessons in Leadership project to the class. Each team member will participate approximately equally in the presentation. Make the presentation interesting and get the audience involved in some way

Each team will receive an overall presentation grade, then, each presenter will be graded on their individual presentation skills. No individual presenter can receive a grade higher than the overall team grade; some may receive lower grades based on how well they present their part. Please, refer to what you were taught in MGMT 3510 in regard to presentation. For example:

- Do not read from notes
- Do not read from slides
- Make good eye contact
- Vary voice tone for emphasis and interest
- Be thorough and clear, and demonstrate that you have given critical thought to your section of the project
List of topics for Leadership Lessons and Exam Questions

Approaches to Leading:
- Definitions/Roles – Look to Bass’s categories of definitions and the roles on the “Approaches” in Word documents and on Power Point slides.
- Styles – Autocratic // Democratic, styles in Leadership Grid, etc… from Word documents and slides
- Types – Servant, Steward, Transactional, Transformational, and Charismatic
  (See word documents and slides)

Process of Leadership:
- Vision (elements of) – Outcome Directed Thinking, Environmental Scanning, Innovation and Creativity, Environmental Sensitivity and Spanning
- Influence (elements of) – Trust, Effective Communication, Listening, Motivation, Team Building
- Effectiveness (elements of) – Decision Making, Planning, Organizing, Controlling Outcomes
- Wisdom (elements of) – Ethics, Power of Choice, Locus of Control, Self-fulfilling prophesy, Inclusiveness, Abundance

Behaviors of Leaders:
- Psychological qualities of the leader
- The leader’s approach to a situation
- Psychological qualities of the followers
- The leader’s interaction with followers

In each of these you can use: Personalities, Framing, Contingency theories, Covey’s 7 Habits and/or Goleman’s EI Competencies
Summary S.L.A.P. Instructions

The Four Elements of the SLAP

I. **An Assessment of Who am I Now: Statement of Personal Purposes and Values**
II. **An Evaluation of What I Want to Achieve: Vision of Leading with the LLF**
III. **Summary of Strengths and Weaknesses: “What to work on in practice”**
IV. **Development Action Plan: How I Will Achieve What I Want to be as a leader**

**SELF-LEADERSHIP ACTION PLAN (SLAP)**

“We don’t invent our mission; we detect it. It is within us waiting to be realized.” Victor Frankl

“Leadership truly develops from the inside out.” John Maxwell

Use **Mastering Self-Leadership** as a guide to completing your SLAP

**Outcomes to be achieved:**
- To design a personalized self-development program that will enhance your personal leadership capability and increase your understanding of how you impact others;
- To improve your ability to achieve your personal outcomes, and enhance your personal and leadership capability.
- To write and implement a compelling and specific action plan to build on your leadership strengths and improve your leadership and personal effectiveness.

**Background and Motivation**
Research has indicated that effective self-direction and awareness is an essential leadership skill. Powerful and influential leaders are candid about who they are, what they want, what drives them, what their strengths are and what they need to improve. During the process of completing your SLAP, you will be given the opportunity to do a great deal of introspection (self-examination). Use this time to think about how your thoughts and actions form patterns that create opportunities and barriers to effectively utilizing your full potential both personally and professionally. **Mastering Self-Leadership** will be tremendous help in this process.

**The Four Elements of the SLAP**
You will be working on different parts of your plan throughout the term. Many of your journal and class assignments will help contribute to building your final development plan. The four major elements of the plan are:

- **V.** **An Assessment of Who am I Now: Statement of Personal Purposes and Values**
- **VI.** **An Evaluation of What I Want to Achieve: Vision of Leading with the LLF**
- **VII.** **Summary of Strengths and Weaknesses: “What to work on in practice”**
- **VIII.** **Development Action Plan: How I Will Achieve What I Want to be as a leader**

Remember -- The **Mastering Self-Leadership: Empowering Yourself for Personal Excellence** book by Neck & Manz will prove particularly helpful in completing this project. I will meet with you personally to review the use of this book in
developing your SLAP.

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

Oliver Wendell Holmes

THE FOUR ELEMENTS OF THE SLAP

I. Who Am I Now: My Statement of Personal Purpose and Core Values

“A key to the ability to change is a changeless sense of who you are, what you are about and what you value.” Stephen Covey, Principled-Centered Leadership

Knowing who you are now is one of the first steps in developing a useful personal development plan. This part of the plan consists of two sections: Your statement of personal purpose and a prioritized list of your top 5 core values.

A. Statement of Personal Purpose: Purpose provides meaning, our sense or reason for being. You will complete two exercises—Finding Your Personal Purpose and the Eulogy/Retirement Exercise. These activities will help you reflect on your own purpose and mission. You will take your insights from these two exercises and your own introspection over the semester and write a statement of personal purpose. Your statement of purpose might start with a statement such as, “I believe I am here to…” Or “My main purpose or mission is life is…” Answering questions such as, “What is my reason for being? What is my mission and direction? What is the changeless core within me?” will also help you reflect on your statement of purpose. Personal Purpose or Mission statements are usually short— a paragraph or two.

B. List of Top 5 Core Values: Values reflect what is really important to you, what matters. Examples of core values might be: “honesty, integrity, freedom, respect, security, wealth, power” etc. The Finding Personal Purpose and the Eulogy/Retirement exercises will help you identify core values and provide insights into what is really important to you. You will write a prioritized list of core values. Your values list should include your top 5 values and have a brief description of what each value means to you and how this value impacts your life. Your Personal Purpose Statement and list of core values should be no more than 1 to 2 pages in length. Your top 5 core values list should be listed in order of importance to you and explain why.
Develop a diagram as above depicting the level you are currently operating on each value from 10, the highest and 0 the lowest. (You may hand draw this diagram)

II. What I Want Become and Achieve as A Leader: My Vision of Leading with the LLF

In this part of your development plan you will capture your vision of what kind of leader you want to be and what you might want to create as a leader. Think of and describe one or two well known leaders that you admire and look to as role models for the type of leader you want to become, and explain why.

Vision describes what you want to create, what you want to accomplish--your desired outcomes in a certain context. A vision statement might be something a simple as “I want to create a world or an organization to which people want to belong”. Write a description of your leadership vision following the statement explain your reasons for this vision.

To help you write this part, build a full representation of yourself as a leader in the future along the lines of the components and functions in the LLF. Imagine it is 10 years from now and you have the leadership job you always envisioned. What is your leadership role? What are you doing? What are the core values you are communicating to your employees and stakeholders about your business and your people? How are your personal purpose and value being met in your organization? You might also fill in the statement, “The kind of leader I want to be is”…. Think about the themes and values you uncovered in your Personal Purpose and the exercises in Mastering Self-Leadership, as well as your responses to your Characteristics of Effective Leader and leadership visioning entries in your journal to help you complete this section. Your leadership vision statement should be one or two pages.

III. Summary of Strengths and Weaknesses: “What To Work On”

One of the outcomes of this course is to recognize your strengths and weaknesses and to think about how these patterns of behavior might impact your ability to lead others. Over the course of the semester, you will complete a series of self-assessments and possibly conduct feedback interviews with your team to help you understand how your natural tendencies influence your interactions with others. In this section of your plan you will summarize the strengths and weakness you identified from your self- assessment instruments [in Manz & Neck] and your feedback interviews* by creating two lists. You will consolidate and briefly analyze observations gathered from these activities. (* Ask family, friends and co-workers to provide you with feedback of you strengths and weaknesses.)

This section should include the key strengths and key weaknesses you have identified based on your assessments, interviews and your own intuition about what leadership behaviors and skills you would like to develop. Indicate with an “x” or an asterisk (*) which of the strengths and weakness you want to focus on in your development action plan. Remember to revisit your journal assignments on your self-assessment reactions/insights and Characteristics Interviews to complete Part III of your SLAP. Part III should be no more than 3 pages.
IV. **Specific Development Action Plan: How will I achieve what I want**

In Part IV you will write a compelling and specific leadership action plan to enhance your strengths and improve potential development areas over the next 2 to 5 years. *Compelling* means that it ties to your personal purpose or what drives and motivates you (your higher level outcomes). *Specific* means that you will include outcomes, and **detailed steps/actions or activities you will complete to accomplish these outcomes** (examples may include training or education you will register for and specific experiences you will pursue) and the **evidence** of progress for each outcome. *Evidence* means how you will know you have achieved the outcomes… what will you see, hear and feel to know you have your outcome.

Your task in Part IV is to focus on your top 3 to 5 key development outcomes and write a “rich” and full action plan for each outcome. Select one of your development outcomes and create an outcome map for that outcome. An example of an outcome map appears in the class slides. This section should be 3 to 5 pages including the outcome map.

**Grading Criteria for SLAP**

The following criteria will form the basis for evaluating your SLAP:

1. **Clarity, Organization, & Professionalism**: clear writing style, logical flow of writing, use of headings and subheadings, clear transitions between sections of paper, numbered pages, typed double-spaced using 12-point Times New Roman and one-inch margins.

2. **Thoroughness**: complete coverage of all four required elements of the plan – see outline above.

3. **Quality**: care and critical thought put into each part of the plan, creativity in developing the action plan to meet your unique circumstances and desired outcomes. Variety of developmental activities and level of “stretch” is demonstrated throughout the plan.

**Hints and Suggestions:**

1. You should complete as much of your SLAP as you can as early as you can and then simply modify, tweak, change, and add as you continue to learn more about yourself and get other ideas regarding possible developmental activities. Thinking about and integrating the information you gather from your journal exercises will help you make regular progress on your SLAP.

2. I understand that taking an honest look at oneself can be very uncomfortable for some of you. It is not my intent to embarrass or intimidate any of you through this project. Please only include the information you feel comfortable in sharing. For example, you need not disclose specific comments of your interviewees or particular problems you experienced. You are only required to provide a summary of the strengths and weaknesses identified by interviewees and the implications for your leadership development.

3. Your SLAP is confidential. I am the only one who will read them and all information will be kept strictly confidential.

4. I am happy to provide individual guidance and coaching. **Please, if you would like make at least one appointment to discuss and get feedback on your plan**
Dear Student:

Your syllabus describes several goals and objectives. In this assignment I would like to get your assessment of these goals and objectives, and learn about your thoughts on this course. It is very important when beginning to learn anything that the student has a good idea of what it is she is attempting to learn. Equally if not more important to the learning process is that the student understands why he is undertaking the topic of study at this time in his education.

During the first night of class I attempted to provide some reasons and benefits for learning the concepts in Management 4461. I hope this was useful to you. More important is what you believe are the reasons and benefits to you for taking the course.

Please take the time to think deeply about these issues before you complete the assignment. The key issue is *what I will learn in this course that will be useful to me in my career and life*. Do not allow yourself to fall into the trap of just completing assignments to get a grade. My thoughts concerning the problems with education today are that people are more concerned with getting a diploma than getting an education, more concerned with getting a grade than with learning something useful, and that leads to being more concerned with getting a paycheck than in accomplishing meaningful work. Please, answer these questions thoughtfully and sincerely:

What do you think about the goals and objectives stated for this course?

What is your response to the "Mutual Agreement?"

What is your reaction to the “Lessons in Leadership” team assignment?

What do you hope to learn from this course that will benefit your career?

What do you think about being asked to do this assignment?

**Please, type** your answers on one side of two to three sheets of paper (double-spaced). I will be honored to see your professionalism.