PSLS 351 Organizational Leadership

Instructor:

E-Mail & Phone

**DESCRIPTION**

To achieve positive outcomes, leaders must effectively meet the challenges presented in today's organizations to include employee motivation, organizational change, problem solving, conflict and dealing with organizational culture. This module explores organizational leadership concepts and theories to include various leadership models and examines their application and contemporary implications. Via in-class exercises, discussions and activities, opportunities for leadership skill assessment and development will be offered. This is a required course.

**REQUIRED TEXTS AND INSTRUMENTS**

The following texts are required for successful course completion.

Nahavandi, Afsaneh (2011). *The Art and Science of Leadership* (6th ed.). New York: Prentice Hall. ISBN-10: 013254458X. ISBN-13: 978-0132544580 (Kindle version available)

Course readings include Harvard Business Review publications. These items can be accessed through the research databases available through the school's library (from the Manhattan College homepage select the link "LIBRARY" at the top of the page to the left of the box marked "QUICKLINKS"). Use the *EBSCOHostAcademic Search Premier* interface to find and retrieve them. These required readings are:

* Collins, Jim. "*Level 5 Leadership."* Harvard Business Review, Jan2001, Vol. 79 Issue 1, pp. 66-76, 11p.
* Drucker, Peter. *"Managing Oneself."* Best of Harvard Business Review 1999, 13p.
* George, William W.; Sims, Peter; McLean, Andrew N.; Mayer, David; Mayer, Diana. "*Discovering Your Authentic Leadership*" Harvard Business Review Feb. 2007, 10p.
* Goffee, Robert; Jones, Gareth. "*Why Should Anyone be Led by You*?" Harvard Business Review, Sep/Oct2000, Vol. 78 Issue 5, pp. 62-70, 8p.
* Goleman, Daniel. "*What Makes a Leader?"* Harvard Business Review, Nov/Dec98, Vol. 76 Issue 6, pp. 93-102, 10p.
* Kotter, John P. "*Leading Change, Why Transformation Efforts Fail."* Harvard Business Review, Jan2007, Vol. 85 Issue 1, p96-103, 8p.
* Kotter, John P. "*What Leaders Really Do"* Harvard Business Review, 1990. 12p.
* Snowden, David J.; Boone, Mary E. "*A Leader's Framework for Decision Making."* Harvard Business Review, Nov2007, Vol. 85 Issue 11, pp. 68-76, 9p.

**LEARNING OUTCOMES (L.O.)**

Upon successful completion of this module, adult learners will be able to:

1. Describe leadership and its significance.
2. Apply major leadership theories and principles.
3. Identify the foundations of leadership power.
4. Understand how culture may impact leadership.
5. Contrast charismatic, transactional and transformational leadership.
6. Explain types of organizational change and the role of leaders in the change process.

**USING MOODLE**

Moodle is an online tool for guiding course participation. To access Moodle, navigate to www.manhattan.edu, choose "Quicklinks" from the top of the home page and then select Moodle from the list of links returned. Click on Login in the upper right corner and enter your username and password when prompted.

**COURSE FORMAT**

The following outline follows the format adopted by the SCPS for this program. The information is organized by week and includes assigned readings, homework and assignments and a questions for online discussion. Certain portions of this module, for example online discussions, must be completed within the Moodle environment. Moodle may also be used to update course content. Your participation in Moodle online discussions will be evaluated and included in the grade for this module.

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| **WEEK ONE - Leadership and Culture** |

**Readings**

* Read "*The Art and Science of Leadership,*" Chapter 1, "Definition and Significance of Leadership," pp. 1-28.
* Read "*The Art and Science of Leadership,*" Chapter 2, "The Global and Cultural Contexts," pp. 29-60.
* Read: Goffee, Robert; Jones, Gareth. "*Why Should Anyone be Led by You*?" Harvard Business Review, Sep/Oct 2000, 8p.

**Assignments**

1. Prepare a written response to questions 3, 4, 5 and 6, p. 22 in "The Art and Science of Leadership."
2. Complete exercise 2-1, p. 50 in "The Art and Science of Leadership." Bring your work to class where you will work with others to develop a consensus and give 5-10 minute presentation on the result.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. In your view, who was the greatest leader from 1900 to date and why? What traits, characteristics and/or circumstances made this person great?
2. Why is diversity an important leadership challenge for organizations today? (Use your own experience at your workplace)

L.O.s Addressed: 1, 2

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| **WEEK TWO - Foundations of Leadership Theory** |

**Readings Week One**

1. Read "*The Art and Science of Leadership,*" Chapter 3, "Early Theories," pp. 62-100.
2. Read "*The Art and Science of Leadership,*" Chapter 4, "Individual Differences and Traits," pp. 101-143.
3. Read: Goleman, Daniel. "*What Makes a Leader?"* Harvard Business Review, Nov/Dec98, Vol. 76 Issue 6, pp. 93-102, 10p..

**Assignments**

1. Prepare a written response to questions 1, 3, and 6, p. 129 in "The Art and Science of Leadership."
2. Complete exercise 4-1, pp. 131-132 in "The Art and Science of Leadership." Bring your work to class where you will work with others to develop a consensus and give 5-10 minute presentation on the result.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. Leaders may use different tools and styles in their approach to leadership. Is there any one approach you believe is more effective than another?
2. Do you agree that Goleman's 5 Components of Emotional Intelligence is the "sine qua non of leadership"? Why or why not.

L.O.s Addressed: 2, 5

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| **WEEK THREE - Power and Leadership** |

**Readings Week One**

1. Read "*The Art and Science of Leadership,*" Chapter 5, "Power," pp. 144-177.
2. Read: Collins, Jim. "*Level 5 Leadership."* Harvard Business Review, Jan 2001, 11p.

**Assignments**

1. Prepare a written response to questions 2, 5, and 9, p. 168 in "The Art and Science of Leadership."
2. Complete exercise 6-3, pp. 207-208 in "The Art and Science of Leadership." Bring your work to class where you will work with others to develop a consensus and give 5-10 minute presentation on the result.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. Some believe that power in organizations is the ability to leverage the needs of others. Is this true? What do you think?
2. Charisma can be a powerful and compelling dynamic binding leaders and followers together. In your view, is charisma an essential component of effective leadership Why or why not?

**Quiz**

Prepare for a quiz on material covered in weeks 1, 2 and 3.

L.O.s Addressed: 3, 5

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| **WEEK FOUR - Leadership and Teams** |

**Readings Week One**

* Read "*The Art and Science of Leadership,*" Chapter 8, "Participative Management and Leading Teams," pp. 248-278.
* Read: Snowden, David J.; Boone, Mary E. "*A Leader's Framework for Decision Making."* Harvard Business Review, Nov 2007, 9p.

**Assignments**

1. Prepare a written response to questions 2, 3, and 4, p. 268 in "The Art and Science of Leadership."
2. Review exercise 8-1, p. 269 in "The Art and Science of Leadership." Consider your options with respect to delegation in this case. Come to class with your recommendations. You will work with others to develop a consensus and give 5-10 minute presentation on the result.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. Nahavandi says that top executives have an impact on organizational direction, strategies and performance. Is this true in your organization? How?
2. Are teams used effectively where you work or are they prone to dysfunction? What might leaders do to enhance team performance?

L.O.s Addressed: 2, 4

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| **WEEK FIVE - Leading Change** |

**Readings Week One**

* Read "*The Art and Science of Leadership,*" Chapter 9, "Leading Change," pp. 279-307.
* Read: Kotter, John P. "*Leading Change, Why Transformation Efforts Fail."* Harvard Business Review, Jan 2007, 8p.

**Assignments**

1. Prepare a written response to questions 1, 2, 6 and 8, pp. 299-300 in "The Art and Science of Leadership."
2. Read the "Leadership Challenge: Implementing Unpopular Change" on p. 300 in "The Art and Science of Leadership." Answer questions 1, 2 and 3. Bring your work to class where you will work with others to develop a consensus and give 5-10 minute presentation on the result.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. Review the definition of a "learning organization" on page 295 of the Nahavandi text. Are these concepts present in your organization? Should they be?
2. Kotter writes that many change initiatives fail because "too many managers don’t realize transformation is a process, not an event." Have you any experience that supports this view? Explain.

L.O.s Addressed: 4, 6

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| **WEEK SIX - Leadership and You** |

**Readings Week One**

* Read "*The Art and Science of Leadership,*" Chapter 10, "Developing Leaders" pp. 308-334.
* Read George, William W., Sims, Peter, McLean, Andrew N., Mayer, David, Mayer, Diana, "*Discovering Your Authentic Leadership*" Harvard Business Review Feb. 2007, 10p.

**Assignments**

1. Prepare a written response to questions 2, 3 and 10, p. 352 in "The Art and Science of Leadership."
2. Complete exercise 10-1, "Identifying Your Mentoring Needs and Potential Mentors," pp. 353-354 and the "Personal Mission Statement" p. 355 in "The Art and Science of Leadership." Bring your work to class where you will present it to others..

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. What could be done to improve leader development in your organization?
2. Feedback programs can play an important role in individual development. Is there such a program in your organization? If so, is it effective in your view? Explain, If not, should there be. Why?

**Quiz**

Prepare for a quiz on material covered in weeks 4, 5 and 6.

**Next Week**

Next week you will give a presentation on an important leadership challenge facing your organization. This may include issues associated with organizational change, a changing workforce, diversity, technology, productivity, training, competition or a subject of your choice. Please discuss your selection with the instructor.

L.O.s Addressed: 1, 4

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| **WEEK SEVEN - Leadership Challenge Presentation** |

**Readings Week One**

* Kotter, John P. "*What Leaders Really Do"* Harvard Business Review, 1990. 12p.
* Read Drucker, Peter. *"Managing Oneself."* Best of Harvard Business Review 1999, 13p.

**Assignments**

1. Prepare and deliver a presentation to the group on an important leadership challenge facing your organization such as organizational change, a changing workforce, diversity, technology, productivity, training, competition or a subject of your choice..
2. Use PowerPoint or an equivalent delivery method.
3. Limit the presentation to not more than 15 minutes to include questions and answers.
4. The presentation should provide:
* A clear description of the challenge;
* Facts supporting your position;
* A discussion as to why the challenge is important;
* What you see as the goal of meeting this challenge successfully;
* What leader style(s) might be most effective in meeting this challenge; and
* What strategies might leaders take to meet the challenge.

**Online Discussion (Use Moodle)**

Read the discussion question and post an answer of at least 200 words. After you have posted your answer, post at least two responses to your classmates' answers.

Questions:

1. The New York Times reported that many organizations are facing a significant labor shortage as employees retire in increasing numbers. Is this a challenge for your organization? Is it being met successfully? If not, what might be done?
2. Read http://www.forbes.com/sites/glennllopis/2011/12/12/the-changing-face-of-america-requires-more-diversity-in-executive-leadership/. The authors write that "America’s corporations must accept the realization that diversity in executive leadership positions is no longer optional. It is strategic and operational necessity for any organization that wants to grow and innovate in the marketplaces of the future." Do you support this view? Why or why not?

L.O.s Addressed: 2, 3, 4, 6

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| **FINAL PAPER** |

**Due One Week After Last Session**

Prepare a 6-8 page paper in APA manuscript style that addresses the following assignment. Be sure to include a cover sheet and works cited page.; remember to cite all sources and edit carefully

**Assignment:**

Are leaders made or born? This question has been the subject of much discussion over the years yet a definitive answer has been elusive.

During this module, we have examined leadership in organizations from a number of perspectives. Choose a leader you believe to be effective. Applying the material covered in this module, critically analyze this leader in terms of their skills (problem solving, decision making, communicating, etc.) and personal traits (passion, integrity, honesty, openness, etc.) Indentify and discuss the background factors contributing to this leader's skills and personal traits and contrast to others who are, in your view, less effective. Based on your analysis, was this leader born, made or some combination of the two? Use concise examples to illustrate. Be sure to support your conclusion.

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| **IMPORTANT INFORMATION** |

**HOW TO BE SUCCESSFUL IN THIS COURSE**

You are responsible to thoroughly read and become familiar with the information contained herein. If there are questions or additional information is needed, ask the instructor in a timely fashion. To be successful in this course:

1. Attend all sessions; notify the instructor if you are not able to attend;
2. Be on time;
3. Read all material assigned;
4. Participate actively in classroom discussions and exercises;
5. Respond fully and timely to online discussion items; provide thoughtful comments to others; and
6. Complete written assignments thoroughly and submit them when due.

**WRITTEN ASSIGNMENTS**

Written assignments are due as specified and are to be prepared using APA guidelines (8.5 x 11 paper, Times New Roman Font 12 point, 1 inch margins, all double spaced, etc.). Correct grammar and punctuation is expected. Late assignments will not be accepted without a previously arranged extension. Hardware and/or software failure is not an acceptable excuse for lateness. Written assignments submitted one week late will receive up to half credit. No assignments accepted more than one week beyond the original date due. It is preferred that all assignments be submitted through Moodle. Submission through email, while not preferred, is also acceptable.

**GRADING GUIDELINES**

Homework 20%

Quizzes 20%

Online Discussion 20%

Attendance, preparation, participation 20%

Final paper due one week after last session: 20%

**Grading Scale**

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| **A** = 93-100 | **A-** = 90-92 | **B+** = 87-89 | **B** = 83-86 |
| **B-** = 80-82 | **C+** = 77-75 | **C** = 73-76 | **F** =<73 |

**POLICY ON ACADEMIC INTEGRITY**

The mission of Manhattan College is to provide a contemporary, person-centered educational experience characterized by high academic standards, reflection on faith, values and ethics and lifelong career preparation.

In keeping with this Mission, Manhattan College has devoted itself to fostering a climate of academic trust and integrity, so that our students master their disciplines through their own hard work and manifest their respect for their own work and the work of others through openness and honesty. Our students accept the Academic Code of Honor and pledge that they will not cheat lie or steal or tolerate others who do. Academic integrity is at the heart of the Manhattan College learning experience.

Academic integrity means that every member of the academic community accepts the responsibility to be honest, truthful, ethical and accountable for all intellectual efforts, for all access to and presentation of data, facts, information and opinions, and for all access to and use of data or other files (printed, oral, audio, video or digital) related in any way to students, faculty, staff or administration.

**INCOMPLETE GRADE**

Because SCPS courses are accelerated, the Program does not encourage incomplete grades for students. However, it is recognized that from time to time, this may be a necessity. A grade of incomplete may be granted on a case by case basis. Students unable to complete a course on time must consult with the faculty member prior to the last day of the course to make appropriate arrangements. An incomplete contract is required and must be signed by the professor and the student. **All course work must be completed by no later than thirty (30) days after the start of the next semester. Incomplete grades will convert into a grade of F following the thirty (30) days after the start of the next semester.**

**ATTENDANCE POLICY**

It is the responsibility of the student to attend all sessions. It is impossible to do well without doing so. However, if a student is unable to attend a class, s/he must contact the Professor by e-mail or phone. Students missing more than one (1) class session per term will automatically fail the course and be required to repeat the course for credit.

**SCPS CORE GOALS**

This module addresses the following core program goals

* Oral Communications
* Written Communications
* Teamwork
* Leadership

**ELECTRONIC DEVICES**

Devices of all types are to be turned off in class. Their usage is rude and most times of little learning consequence. Exceptions are to be brought to the instructor’s attention.