

MG3250

Trends in Leadership

[Onsite]

Course Description:

This course presents a variety of topics in leadership, including leadership theory, leadership framework, leadership styles, and trends and challenges in leadership.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: MG2650 Fundamentals of Management or equivalent

Credit hours: 4.5

Contact hours: 45 (45 Theory Hours)

Where Does This Course Belong?

This course is required for the Bachelor's Degree in Business Management given through the School of Business. This program covers the following core areas:

- Marketing
- Accounting
- Communications
- Finance
- Management

The following diagram demonstrates how this course fits in the program:

Course Summary

Major Instructional Areas

1. Evolution of leadership theory
2. Process to assess characteristics and behaviors that define a good leader
3. Transferring ownership of goals to the organization
4. Effective communication sensitive to a diverse workforce
5. Mentoring styles of leaders
6. Developing empathetic leadership profiles

Detailed Topical Outline

1. Introduction to Leadership
 - 1.1. The Leadership Point of View
 - 1.2. The Diamond Model of Leadership in Organizations
 - 1.2. Key Elements of Leadership
 - 1.3. Inter-element Relationships
 - 1.4. Target Levels of Leadership
2. Changes in Leadership and Ethics
 - 2.1. Context of Leadership
 - 2.2. The Ethical Imperative of Level Three Thinking
 - 2.3. Morality and Leadership
3. Personal and Self Leadership
 - 3.1. The Number One Question in Life

3.2. Mission Statements

4. Leadership and Intelligence

4.1. A Leader's Guide to Why People Behave the Way They Do

4.2. Global Business Issues

4.3. Generations and Trends

5. Emotional Intelligence and Social Quotient

5.1. Intelligence Quotient

5.2. Emotional Quotient

5.3. Social Quotient

5.4. Change Quotient

6. Power and Leadership: Leading Others

6.1. Sources of Influence and Levels of Leadership

6.2. The Currency of Reciprocity

6.3. The Role of Trust and Respect

6.4. Level Three Influence

7. Levels of Leadership

7.1. The Historical Strength and Modern Appeal of Level One Leadership

7.2. Level One Leadership Techniques

7.3. The Challenges of Level Two Leadership

7.4. Decision Making

7.5. Level Two Tools and Techniques

7.6. The Problem With Level Two Leadership

7.7. The Focus and Impact of Level Three Leadership

8. Leading Teams

- 8.1. What Makes A Team
- 8.2. Team Life Cycles
- 8.3. Team Roles
- 8.4. Getting the Right People
- 8.5. The Right Roles for the Right People and Participation
- 8.6. The Right Measures

9. Human Resource Management Systems

- 9.1. Work Design and Performance

10. Leading Change

- 10.1. General Model of Change
- 10.2. The Role of Outside Help in Managing Change
- 10.3. Leading the Change Process
- 10.4. Responses to Change
- 10.5. Levels in Change

Course Objectives

- 1. Define the difference between supervision, management, and leadership.
- 2. Analyze the qualities that are unique to successful leaders.
- 3. Given business scenarios, select appropriate leadership styles.
- 4. Develop a personal leadership vision statement that is most appropriate for each class member.
- 5. Leveraging motivation to create an autonomous workforce.

6. Apply emotional intelligence to a leadership role.
7. Evaluate barriers to effective leadership.
8. Complete a leadership style inventory.
9. Propose solutions to overcome barriers in the organization and methods of implementation.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Clawson, J. G. (2012). <i>Level three leadership: Getting below the surface. (5th ed.). Upper Saddle River, NJ: Prentice Hall.</i>	■		■

Recommended Resources

Books, Professional Journals

- Harvard Business Review: <http://hbr.org/>

The Harvard Business Review with access to its magazine and business management books,

case studies, articles, news and other business management topics

Professional Associations

- American Management Association: <http://www.amanet.org/>
AMA Web site with current news, training opportunities, and government information

- The National Management Association: <http://nma1.org/>

The National Management Association web site with educational and professional opportunities and information about leadership and personal growth

ITT Tech Virtual Library (accessed via Student Portal)

- School of Business Textbooks
 - Adair, J. . (1990). *Leadership and Motivation*. Philadelphia, PA: Kogan Page, LTD.
(Virtual Library > Books > Ebrary)

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Leadership
- Servant leadership
- Warren Bennis
- Emotional intelligence
- Self-awareness
- Robert Greenleaf
- Managing change
- Global awareness

NOTE: All links are subject to change without prior notice.

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach.▪ Do share your thoughts on critical issues and potential problem solutions.▪ Do plan your course work in advance.▪ Do explore a variety of learning resources in addition to the textbook.▪ Do offer relevant examples from your experience.▪ Do make an effort to understand different points of view.▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question.▪ Don't be afraid to share your perspective on the issues analyzed in the course.▪ Don't be negative about the points of view that are different from yours.▪ Don't underestimate the impact of collaboration on your learning.▪ Don't limit your course experience to reading the textbook.▪ Don't postpone your work on the course deliverables - work on small assignment components every day.

Course Outline:

<i>Unit 1: Introduction to Leadership</i>			<i>Unit Duration:</i>
Upon completion of this unit, the students are expected to:			<i>Onsite: 1 week</i>
<ul style="list-style-type: none"> LO 1: Summarize the differences between supervision, management, and leadership. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 1-3	Assignments	Unit 1 Assignment 1: Fear of Rejection	1%
		Unit 1 Assignment 2: Management Style	2%

<i>Unit 2: Changes in Leadership and Ethics</i>			<i>Unit Duration:</i>
Upon completion of this unit, the students are expected to:			<i>Onsite: 1 week</i>
<ul style="list-style-type: none"> LO 2: Recognize the qualities that are unique to successful leaders. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 4-6	Assignments	Unit 2 Assignment 1: Ethical Issues	1%
		Unit 2 Assignment 2: Effective Leadership and Ethics Exercise	2%
		Unit 2 Assignment 3: Self Analysis	2%

<i>Unit 3: Personal and Self-Leadership</i>			<i>Unit Duration:</i>
Upon completion of this unit, the students are expected to:			<i>Onsite: 1 week</i>

<ul style="list-style-type: none"> LO 3: Apply the appropriate leadership style based on different business scenarios. LO 4: Create a personal leadership vision statement. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 7-9	Assignments	Unit 3 Assignment 1: Mission Statement	2%
		Unit 3 Assignment 2: Generations	2%
		Unit 3 Assignment 3: Johnstown Sausage	2%

<i>Unit 4: Leadership and Intelligence</i>		<i>Unit Duration:</i> <i>Onsite: 1 week</i>	
Upon completion of this unit, the students are expected to:			
<ul style="list-style-type: none"> LO 5: Understand how individual motivation can lead to creating an autonomous workforce. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 10 & 11 Ralph Stayer, "How I Learned to Let My Workers Lead", Harvard Business Review; Nov/Dec90, Vol. 68 Issue 6, p66- 83, 10p, 2	Assignments	Unit 4 Assignment 1: Evaluating Emotional Intelligence	2%

Illustrations Virtual Library → Periodicals → EbscoHost (all)			
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<i>Unit 5: Emotional Intelligence and Social Quotient</i>			<i>Unit Duration:</i> <i>Onsite: 1 week</i>
Upon Completion of this unit, the students are expected to:			
<ul style="list-style-type: none"> LO 6: Synthesize and apply emotional intelligence in a leadership role. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 12 & 13 Goleman, Daniel. "What Makes a Leader?" Clinical Laboratory Management Review (CLIN LAB MANAGE REV), 1999 May-Jun; 13(3): 123-31 Virtual Library > Periodicals > EbscoHost (all)	Assignments	Unit 5 Assignment 1: Emotional Self-Assessment	2%
		Unit 5 Assignment 2: Analysis of Student's EQ and SQ.	1%
		Unit 5 Assignment 3: International Interview	2%
	Project	Project: Part 1 Project Exercises	10%

<p><i>Unit 6: Power and Leadership</i></p> <p><i>Upon completion of this unit, the students are expected to:</i></p> <ul style="list-style-type: none"> LO 7: Understand the barriers to effective leadership. 			<p><i>Unit Duration:</i></p> <p><i>Onsite: 1 week</i></p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 14 & 15	Assignments	Unit 6 Assignment 1: Trust and Leadership	2%
		Unit 6 Assignment 2: Creating and Using Networks	2%

<p><i>Unit 7: Levels of Leadership</i></p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> LO 8: Understand the significance of creating a leadership style inventory. 			<p><i>Unit Duration:</i></p> <p><i>Onsite: 1 week</i></p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 16-20	Assignments	Unit 7 Assignment 1: Leadership Language	2%
		Unit 7 Assignment 2: Teams and Teamwork	2%
How Leaders Create and Use Networks.” Ibarra, Herminia; Hunter, Mark. Harvard Business Review (0017-	Project	Project: Part 2 Mentor Report	5%

8012) 2007-01-01. Vol.85,Iss.1;p.40 ITT Tech Virtual Library > Periodicals > EbscoHost (all)			
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Unit 8: Leading Teams*Unit Duration:*

Upon completion of this unit, the students are expected to:

Onsite: 1 week

- LO 8: Understand the significance of creating a leadership style inventory.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapters 21 & 22	Assignments	Unit 8 Assignment 1: My Leadership Style	2%
		Unit 8 Assignment 2: Branding	2%
	Project	Project: Part 3 Rough Draft	5%

Unit 9: Human Resource Management*Unit Duration:*

Upon completion of this unit, the students are expect to:

Onsite: 1 week

- LO 9: Understand how to develop and implement solutions to overcome barriers in the organization.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson,	Assignments	Unit 9 Assignment 1: Evaluating My	2%

Chapter 23 Peters, T. (1997, Aug. 31). The brand called you. <i>Fast Company</i> .		Company	
		Unit 9 Assignment 2: After Action Review	2%
	Research Paper	Research Paper: Rough Draft	10%

<i>Unit 10: Leading Through Change</i>		<i>Unit Duration:</i>	
Upon completion of this unit, the students are expected to:		<i>Onsite: 1 week</i>	
<ul style="list-style-type: none"> LO 9: Understand how to develop and implement solutions to overcome barriers in the organization. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapter 24	Assignments	Unit 10 Assignment 1: Implementing AAR	2%
Darling, Parry, and Moore, "Learning in the Thick of It" Harvard Business Review; Jul/Aug2005, Vol. 83 Issue 7/8, p84-92, 8p ITT-Tech Virtual Library > Periodicals > EbscoHost (all)	Project	Project: Part 4 Complete Project Due	13%

<i>Unit 11: Leadership Models</i>		<i>Unit Duration:</i>	
Upon the completion of this unit, the students are expected to:		<i>Onsite: 1 week</i>	
<ul style="list-style-type: none"> LO 5: Understand how individual motivation can lead to creating an autonomous workforce CO 7: Evaluate barriers to effective leadership. LO 7: Understand the barriers to effective leadership LO 9: Understand how to develop and implement solutions to 			

overcome barriers in the organization.			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Clawson, Chapter 25	Research Paper	Research Paper Due (Portfolio)	15%
	Presentation	Leadership Profile Presentation	3%

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignments	39%
Project	33%
Presentation	3%
Research Paper	25%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0

F	<60%	0.0
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Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)