Siena Heights University
at Kellogg Community College
Management 452—Leadership

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Class Meeting/Time: 6-9 PM Tuesday June 29-August 17), Room No. SB207

Required Texts:
LEADERSHIP RESEARCH FINDINGS, PRACTICE, AND SKILLS, FIFTH EDITION By Dubrin.


*This resource book will be used throughout all Siena Heights University classes, including the Master’s Degree program

Siena Heights University Mission Statement
The mission of Siena Heights, a Catholic University, founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Course Description
This course is designed to be a mixture of theoretical inquiry, practical application, and development of skills through examples of effective leadership in action. This course blends the required skills, knowledge and abilities for developing leaders. Exploration of traditional and current research findings on leadership, examination of leadership practices, and individual work on skill enhancement will be used to accomplish the course outcomes. Students will develop an understanding of leadership attributes, behaviors, and styles, the manner in which leadership is practiced, and how follower needs and environmental forces affect leadership practices. Students will also gain an understanding of how to enhance their own leadership styles and abilities.
Course Outcomes

1. Understand the differences between management and leadership.
2. Establish a foundation for understanding and implementing leadership concepts.
3. Demonstrate the importance of ethics in business and how ethics positively impacts organizational performance.
4. Through a personality profile, better understand the individual’s role for effective leadership.
5. Understand how various business disciplines (e.g., global economics and finance) affect leadership decision making.
6. Understand the impact of trade agreements upon leadership decision making.

Siena Heights University Program Outcome Statement

This course will lead students to consider:
- The nature and values of American business life;
- Positive goals such as justice and social responsibility rather than crises and failures;

Graduates of Siena Heights University will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults; and will be capable of:
- Making sense of their daily work and personal lives
- Taking appropriate actions
- Realizing that their search for final answers must be lifelong

General Education Learning Outcomes

This course will challenge students in the following areas:

1. Students will experience a sense of purpose both personally and professionally while engaging themselves in a variety of learning experiences that encourage knowing and assessing their own learning potential while increasing their skills in abstract inquiry, creative expression, critical thinking, and logical reasoning.
2. Students will demonstrate their ability to research, comprehend, analyze, synthesize, and evaluate ideas while demonstrating the application of methodology of different disciplines to ideas. Students will demonstrate problem solving skills and creative expression in a variety of applications and express an understanding of and ability to utilize the creative process.
3. Students will communicate effectively and express themselves as thoughtful and purposeful citizens in their encounters with the diversity and pluralism of American society.
4. Students will express recognition, understanding, and respect for cultures of the world and especially cultures of the American society. Students will evidence recognition, understanding, and respect for
persons of diverse genders, ethnicities, races, ages, classes, sexual orientations, and religious/spiritual traditions.

5. Students will articulate and act on ethical views that support the well-being of the whole of humankind, demonstrate an ability to contemplate and to give to others the fruit of that contemplation by articulating a philosophy and theology of life. Students will identify ethical questions important to their disciplines and profession and support their positions. Students, by examining their current scholarship, will understand, appreciate, and explaining the strategies they may use to be lifelong learners.

6. Students will articulate how general education has affected their understanding of social responsibility. Students will demonstrate, through the General Education program, their ability to reflect on their action. Students will articulate and act upon their social and environmental relationships as citizens of the world.

### Learning Strategies

Students are encouraged to learn leadership concepts and application through activities inside and outside the classroom. Students will experience learning through reading a wide range of educational materials, viewing educational media materials, and working in groups and teams to better define leadership concepts.

### Assessment Strategies

This course provides an extensive look at leadership in eight weeks rather than the sixteen weeks of a normal course; therefore, this course is demanding but the instructor provides in-class time to complete a number of the assignments. Further, class lectures are designed to help the student complete their assignments in a timely and effective manner. Should you have concerns about the efforts required for this course, please talk with the instructor prior to making a decision.

Student assessment will be conducted through written testing, oral presentations, and informal classroom discussion.

### Grading Policy and Scale

1. Class attendance for a total of 80 points.
2. Mid-term paper for a total of 100 points.
3. Final, group paper for a total of 100 points. Presentation of information for an additional 20 points.
4. Group Report for 50 points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
</tbody>
</table>
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 less than 60

**Attendance Policy**

Regular class attendance and class participation are necessary for successful completion of the course. A student who does not attend regularly will normally experience considerable difficulty. While attendance will not directly be a major consideration in the determination of the final grade, it will be used to influence the grade in marginal situations.

You have the responsibility to contribute toward the learning process in the class for the benefit of yourself and other class members. Expected contributions include arriving to class with assignments completed to the best of your ability, entering into class discussion, and posing questions about course material you do not adequately understand.

**Academic Dishonesty Policy**

**A. Definition**

Academic dishonesty is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another to violate any part of this policy.

Plagiarism is the failure to give credit for the use of any material from outside sources, including the Internet. It includes, but is not limited to: verbatim use of a quote without quotation marks and adequate documentation; submission of a paper, prepared by another person, as one’s own work; using the ideas, facts, words, photographs, pictures, graphics, or data of someone else and claiming them as your own; or not documenting ideas, facts, words or data gathered during research.

**B. Student responsibility**

Students should familiarize themselves with the complete Siena Heights University Academic Dishonesty Policy, which can be obtained from the SHU Undergraduate Catalog 2008-2010 on the website. Students are not excused from adherence to the policy even if they have not read it.
**Academic Accommodations (Disability Statement)**

Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990, all reasonable accommodations will be made to meet the documented needs of students. The Siena Accommodations Policy for Students with Disabilities requires a student to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify each instructor during the first two weeks of the semester. (See page 194 of the SHU Undergraduate Catalog 2008-2010 – available on the SHU website)

**Course Schedule**

This schedule is not written in stone and can be modified, as needed, to meet the needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and Activities</th>
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<tbody>
<tr>
<td>June 29</td>
<td>Review Syllabus. Review Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Video on Leadership Traits, Characteristics, and Styles</td>
</tr>
<tr>
<td>July 6</td>
<td>Review Chapters 2 &amp; 3.</td>
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<tr>
<td>July 13</td>
<td>Review Chapters 4 &amp; 5.</td>
</tr>
<tr>
<td></td>
<td>Group #1 &amp; Group #3 Report</td>
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<tr>
<td>July 20</td>
<td>Review Chapters 6 &amp; 7.</td>
</tr>
<tr>
<td></td>
<td>Group #2 Report</td>
</tr>
<tr>
<td>August 3</td>
<td>Review Chapters 10 &amp; 11. Video on Motivation and Leadership</td>
</tr>
<tr>
<td>August 17</td>
<td>Review Chapters 14 &amp; 15. Group Final paper reports.</td>
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**Assignment List**

**Group #1.**

Use the Harvard Business Review and read the article on “What Makes a Leader?” Provide a summary for the class. What causes outstanding performance?

1. What Makes a Leader by Daniel Goleman
   a. How are effective leaders alike?
   b. What are the six components of emotional intelligence?
i. How are they defined?
ii. What are their hallmarks?
iii. How important is emotional intelligence compared to the other for jobs at all levels? That is, how many times more important?
c. Compare the performance of companies based on emotional intelligence
   i. Companies with a critical mass of emotional intelligence capabilities outperform yearly earning goals by how much?
   ii. Companies without a critical mass of emotional intelligence capabilities underperform yearly earnings by how much?

2. Leadership That Gets Results
   a. What should leaders do?
   b. How many leadership styles are there? Briefly describe each and a catch phrase that describes their function—i.e., coercive is do as I tell you.
      i. Do these styles impact earnings?
      ii. Does a successful leader rely on one leadership style? Why?
   c. McClelland looked at a global food and beverage company. What percentage of their leadership with critical mass of competence fall into the top level of bonuses?

Group #2.

Use The Case Against The Global Economy.
   1. Chapter 1, Flawed Paradigms
      a. What is the concept about freedom?
      b. Who pays for the freedom?
      c. How long-term is the growth?
   2. Chapter 2, Instruments of Control
      a. What is the role of GATT and WTO?
      b. What impact might WTO have on the State of Michigan?
      c. What are corporations forced to do if they invest in real assets?
      d. What kind of economic growth should be expected?
   3. Chapter 12
      a. What should the US pay third-world farmers for seeds and pharmaceuticals?
      b. What is collective patenting?
   4. Chapter 14
      a. The Effects of Free Trade state that
         i. The principle of global free trade is what?
         ii. What is the percent of sales for labor costs of manufacturing in developed nations?
         iii. What happens when a company uses a low-cost area?
         iv. What is the Nike example?
         v. What has happened to weekly earnings since 1973 in the US?
      b. Mass Migration of the Poor
         i. What caused the slums of Brazil?
         ii. Do Third World nations want global free trade?
iii. What does the example of France indicate?

5. Chapter 19
   a. The Efficiencies of Small Scale
      i. When are the vast majority of cost decreases captured?
      ii. What would happen if governmental subsidies to transportation were removed?

Group #3.

Use the Guru Guide and read Chapter 1 on “Leadership.” Provide a summary for the class. What are the essential leader characteristics? Can one be a leader if one does not have the magic list of attributes? Is one born with the basic traits?

Read Chapter 4 on “Creating High-Performance Organizations Through Teamwork.” Provide a summary for the class. What are the requirements? Should an employee get time to train?

1. Chapter 1: Leadership
   a. What are Warren Bennis’s basic ingredients of leadership? What do they mean?
   b. What are Warren Blank’s nine natural laws of leadership?
   c. Is leadership an event or a trait? Please explain.
   d. What does a leader do if a manager does the following:
      i. Do things right
      ii. Rely on control
      iii. Have a short-term view
      iv. Avoid risks
      v. Require others to comply
      vi. Are given a position
   e. What is the first leadership role shift? Are business strategies enough? Are people sure of themselves?
   f. What is the second leadership role shift? Is communicating a story important to leadership? Should this ability be developed early in life?
   g. What is the third leadership shift? What does hierarchy do concerning order, symmetry and uniformity? Does hierarchy allow change and communication of strengths? Should an organization consider an organizational structure that is not hierarchical? Do successful leaders need to be more people-oriented?

2. What does Schein say about developing organizational culture on page 121?

3. Look at the basic requirements for high performance beginning on page 132. What is the difference between a traditional organization and a high-performance organization for the following:
   a. Support for innovation and risk taking
   b. Job design
   c. Management role
   d. Organizational structure
   e. Customer relations
   f. Flexibility
The questions below are to be answered by you alone. A typed response to each question is required on the due date. You will receive 5 points per numbered question for a maximum of 100 points.

The following questions cover Chapters one through seven of Durbin’s book:
1. Leadership is what?
2. Leadership is needed at what levels in the organization and who practices it?
3. What is the universal theory of leadership?
4. What are the four key factors in emotional intelligence?
5. Can a person’s genes impact the person’s emotional intelligence?
6. What is the major buzzword in
   a. leadership and management?
   b. Is this a major task for top management?
7. What is the Pygmalion effect?
8. What do participative leaders do?
9. What do autocratic leaders do?
10. What is the contingency approach to leadership?
11. What is the difference between ethics, morals and integrity?
12. What are
   a. the five ethical leadership behaviors?
   b. Do these relate to the “Let There Be Peace In Marriage” article?
13. What is the impact of subjective standards of performance?

The following questions cover the book by Rob Goffee and Gareth Jones:
1. Chapter 1. Organizations want leaders, but what happens? What is the misconception all about senior organizational positions? What do successful organizations seek? What three things describe an authentic leader?
2. Chapter 3. What are two critical things real leaders care about?
3. Chapter 4. Effective leaders know what? Are they realists? Are they passive? Do they help people?

The following questions cover some class material:
1. What do you hire for in the hiring process?
2. The paper “When Companies Fail”
   a. suggests that HR report to whom?
   b. Indicates who is important when it comes to bad practices? Hint, the Arthur Anderson person was on the right track.
3. What is the most important thing you have learned so far from the course?
FINAL EXAMINATION

The questions below are for you and your team to answer. It is acceptable to work with other class groups. The scoring will be shown for each portion of the examination.

1. 5 points for describing the advantages and disadvantages of working alone vs. in a group and teaming environment.
2. 5 points. How important is the hiring process for an organization? What should one look for when hiring?
3. 5 points. Is employee turnover ok? Is there a big savings when you let people go and then hire new folks hopefully at a lower wage than those leaving?
4. 5 points. What impact does a leader have upon an organization? Would morals, ethics, and integrity be impacted in any way? Are these important characteristics (i.e., the core of corporate governance) of a successful company?
5. 20 points. Create a spreadsheet that lists these characteristics and then in two parallel columns show what a person who is managing would do and what a person who is leading would do: Primary job aspects, sense of community, need for vision, need to build relationships, need for coaching/mentoring/training, need for innovation, role of technology, cost control focus, need for ethics/morals/ integrity, and need for reward focus.
6. 5 points. If you are seeking a high performance organization through teamwork, what are the basic requirements?
7. 10 points. Explain expectancy theory. What is Policy by Fiat? What is Rational Policy? Which one do you prefer and why?
8. 5 points. What do great organizations do? Hint: handout. What are the benefits of a great organization? Would you prefer to work for a great organization? Why?
9. 10 points. Use the Carl Jung archetypes, what would you want in a Leader? Why? Note: The Harvard Business Review on What Makes a Leader has an article on Narcissistic Leaders if you are interested in reading more about this area.
10. 5 points. What is the most widely used and successful leadership/management style? Why is this?
11. 10 points using the Goffee and Jones book.
   a. Pages 192-195 talk about the four essential requirements for followers. What are they and what is the impact of right-sizing of organizations on these requirements? Does this agree with the concept of page 72? Why?
   b. Pages 4-7 talk about Max Weber and instrumental reason. Where is morality in this concept? Does this concept impact high-performance teams on page 100? Why?
   c. Page 109-110 talks about CEO’s who ride roughshod. Do they survive? Why? Does that mean one should view high sociable cultures as positive—page 113?
12. 10 points. You are a consultant group for a company. Tell me what you would communicate about the following: how HR should report in the
organization, what characteristics the top leaders should possess, and the financial rewards the company should realize for implementing your recommendations.

13. 5 points. Describe how each person in your group should be graded. Should each person receive the same grade or not? Why? Is this process similar to a 360 evaluation that results in a reward?

Academic and Professional Integrity
Siena Heights University expects its students to use resources with consideration for ethical concerns and legal restrictions. The principles of truth and honesty are recognized qualities of a scholar and of a competent, purposeful and ethical individual. Siena Heights University expects its students to honor these principles. Academic and professional integrity refers to the representation of one’s self and one’s work honestly while demonstrating respect for the accomplishments and contributions of others. Penalties for plagiarism and copyright infringement are at the discretion of the course instructor.