LEADERSHIP IN ORGANIZATIONS
MGT 452
Fall 2006

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Mon/ Wed – 5pm to 6:50pm

COURSE DESCRIPTION
This course focuses on understanding leadership and its implications for motivation in organizations. Leadership is a complicated and often elusive topic that has fascinated people throughout the ages. The successes and failures of groups and organizations throughout history have been attributed (sometimes incorrectly) to leadership. Through theory, practice and discussion, we will provide insight into the diverse aspects of leadership and how these will apply to real life situations.

COURSE OBJECTIVES
There are more than 10,000 studies on the subject attesting to the perceived importance of leadership in our lives. Our mission this semester is to have each one of you come away with a basic understanding of the theory and practice of leadership and explore ways in which our own leadership skills can be enhanced. The primary purpose is to provide you with a thorough understanding of the theoretical and practical principles to effective leadership. In addition, the course is designed to enable you to apply this knowledge to real life situations in order to improve your own leadership ability.

REQUIRED MATERIAL
2. Series of assigned films
3. Assigned leadership book
4. Leader interview format
5. Wall Street Journal discussions

SESSION FORMATS
There will be two exams, mid-term and final, along with lectures; class discussions which will include discussions on daily current news worthy events; article analyses; video analysis and presentations; “real life” leader interview, report and presentation; and guest speakers. We will cover many key topics in leadership and explore ways in which your leadership skills can be developed and applied in the workplace specifically and in organizations more generally. The class will be broken into teams and will be team oriented and interactive.

PARTICIPATION & ATTENDANCE
This format of the class will involve a combination of (1) lectures, (2) a lot of class discussion, (3) more than “a lot” of individual and group participation, (4) possible exercises, (5) presentations and (6) videos. There will also be outside speakers.
In this course, participation is the key in accomplishing the course objectives. This is where you will learn “real life” communication skills, problem-solving skills, cooperative learning, interpersonal skills and leadership styles. Participation teaches these critical skills and is essential to the success of the class. The diversity of class activities requires that you arrive on time and you must, obviously, regularly attend class in order to participate. This means mandatory attendance. **Two absences or more will effect your grade.** Consistently arriving late can also effect your grade. The added value that you bring to class and group discussions will weigh heavily on your grade.

Value added simply means that you engage in meaningful dialogue with your peers and peer groups. This can be done by (1) making observations that enhance discussions, (2) asking pertinent questions that address and add to the topics being discussed, (3) reciting examples of personal experiences that are relevant to the discussion, (4) engaging in objective devil’s advocacy, (5) disagreeing or challenging the instructor and (6) being prepared and insuring that your comments contribute to the discussions at hand, (7) listening and attentiveness, (8) courtesy, tact and a sense of humor, (9) ability to offer / accept constructive criticism, (10) overall energy / enthusiasm level.

There will be **two (2) exams** in the course. The **mid-term** on October 9 and a **final** on December 13.

**GROUP FILM CASE ANALYSIS**

We will also be discussing leadership using the medium of film. There are **eight (8) films** in this course so the class will be divided into **eight (8) TEAMS**. The films that I have included are found in the attached class schedule. Some questions for these cases are attached to this course syllabus. You may wish to add your own in your **TEAM** presentations. **EACH STUDENT in the class is expected to watch the assigned film.** A film will be assigned to each **TEAM**. Each **TEAM** will be expected to present their analysis of the film to the class **using film clips** to present their points of view. Each Team should also encourage a lively discussion of the leadership topics with the class and the rest of the class is expected to fully participate in these discussions.

In analyzing the films, they will all include some aspects of leadership concepts; culture issues, diversity, power/authority, decision making, communication, conflict management, ethics/values, group dynamics, etc. Attached are questions I would want addressed for each film where you would use whatever concepts you thought pertinent.

The **TEAM** will submit a written response paper on the film they present. This **team** response paper should reflect the leadership concepts and issues that **each team member** was responsible for in the **TEAM** presentation as well as any other comments relating to the leadership issues in the case. Thus, each **TEAM** member should focus on a different leadership issue in the film. However, the presentation should flow smoothly between **TEAM** members and be perceived as “one presentation”. This is a team project so each team member is responsible for their part and will be graded accordingly from an evaluation form that will be given to each team member. **These will be seen by me only.** The written response paper from each **TEAM** member will be due on the day of their presentation. **The presentation should be no longer than 30 minutes.** The report should be **five (5) pages**, double-spaced, typed, with a 12 point font and 1 inch margins all around.

The Professor reserves the right to add additional films if necessary
All other students will write a one (1) page, single spaced analysis of the film addressing a leadership concept.

Guidelines for film Presentation
- Analyze the situation
- Focus on the leader: what did he/she do or not do?
- How and why did the leader follow a particular course of action?
- What are the consequences of that action?
- Do you think there is anything that the leader could have done differently?
- Specifically, what would you have done in the situation?
- What leadership theory (ies) does the case draw upon.

ALL PRESENTATIONS WILL BE IN POWERPOINT

LEADERSHIP BOOK ANALYSIS PAPER
Each of you will be responsible for finding and reading a popular press book on leadership or a leader. I have attached a Leadership reading list from which you can choose your book. The report will cover the following:
♦ Why did you choose the book you did? How does it fit with your personal team goals and values?
♦ What did you expect the book to be about? What did you want to learn from it?
♦ Briefly describe the content of your book. What lessons about leadership, ethics, power, etc. does your book detail?
♦ Based on what you have learned in this course (from all sources – the textbooks, class activities / discussion, your classmates, guest speakers) what is your opinion of the leadership lessons in your book? Does this book contribute to the practice of effective leadership? There are a number of questions you can ask to help you make this recommendation:
  - What course material is most closely related to this book’s main arguments?
  - Do the prescriptions in your book match with what we are learning in class? With your own leadership experiences?
  - If there are inconsistencies between your book and your understanding of leadership, does the book still contribute to your understanding of leadership? In what way?
♦ Would you recommend this book to business colleagues interested in improving their leadership skills? Why or why not?

Furthermore, the report will serve as your critique with regards to its usefulness in helping improve leadership practices. Your report will be no less than three (3) pages long with 12 point font, double spaced with 1” margins.

Please let me know your choice of book by Tuesday, October 16. You can get these books by visiting a bookstore or on the websites of Barnes & Noble or Amazon.com.

LEADER INTERVIEW REPORT
The intent of this assignment is to give you the opportunity to interview a CEO or senior executive you genuinely admire for their leadership skills and results. You should choose someone that is somehow related to your personal goals (e.g., someone in the industry you eventually hope to work in, someone holding a position that you someday aspire to). This is an
excellent opportunity for you to learn first hand about why this person is a respected and successful leader.

Your choice of questions and your analysis of responses in the interview must reflect the information we have covered in class. The purpose of this assignment is to get you to see what practices, theories and philosophies a “real” leader uses. I have included a leadership interview sample for your use.

Each of you will make a 10 to 12 minute PowerPoint presentation to the class on your interview and describing what you have learned. These types of presentations allow everyone in the class to learn more about “real” leaders' traits, behaviors, and skills as they relate to leadership effectiveness. These presentations will start on September 18. Please see the class assignment class schedule. Your written report will be handed in on the day of your presentation. It will be no less than two (2) pages long, 12 point font and double spaced with 1” margins.

LEADERSHIP INTERVIEW PRESENTATION (Adapt this outline to suit your needs)

STEP 1
Secure an interview appointment with the leader of your choice. Let this person know in advance how long the interview might take (probably around an hour).

STEP 2
Use course information to prepare your questions.
Possible Questions:
- How did you develop your leadership style? Did you have any role models or mentors?
- What is your education / military experience? In hindsight, was it helpful? In what specific ways?
- What was your previous work experience? How did you end with your current organization?
- Was there any particular experiences that happened to shape your leadership style?
- How would you define leadership?
- What do you believe are the core characteristics of a successful leader?
- Do you have a vision for your organization? Did your employees help you design it?
- How do you motivate people in your organization?
- Do you change your leadership style based on the needs of the group or individuals you are working with?
- What are the most common mistakes that you see today’s managers make?
- What are the things that you find most personally rewarding and satisfying?
- What are the three most important leadership lessons you have learned?
- Do you believe leaders are “born” or “made”?

STEP 3
Conduct the interview. If it is acceptable with the person you interviewing, you might want to consider tape recording the interview.

STEP 4
Evaluate and analyze what you have learned. Based on what you learned in this course (from all sources – the textbooks, class activities / discussion, your classmates, guest speakers) what is your opinion of this person’s leadership philosophy and advice? There are a number of questions you can ask to help you make this recommendation:
What course material is most closely related to your leader’s philosophy?
Does this leader’s “style” match what we are learning in class about effective leadership? With your own leadership experiences?
If there are inconsistencies between your leader’s philosophy or style and your understanding of leadership, does this person still contribute to your understanding of leadership? In what way?
Would you recommend this person’s leadership philosophy and advice to business colleagues interested in improving their leadership skills? Why or why not?

**STEP 5**
Prepare your presentation. Think about and practice which key points from this interview you will present to the class. Make transparencies, handouts, etc. as necessary and present.

**University Writing Requirement**
CSUSM has established a 2500 word writing requirement for each course. This requirement will be met through the film reports, leadership write up, leadership book report and essay portions of the examinations. Each assignment will be graded on grammar, style, and presentation, as well as content.

**ACADEMIC HONESTY**
“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.
Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructors’ attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” Please refer to the online version for more details: http://lynx.csusm.edu/policies/policy_online.asp?ID=25

**ADA Statement**
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should request a meeting with the instructors outside of class.

**STATEMENT ON PRE-REQUISITES AND WITHDRAWALS**
The pre-requisites for this course are listed in the course catalogue. The instructor reserves the right to administratively drop, at any point, any student who has not met the pre-requisites. Students choosing to withdraw from this course are responsible for doing so according to university procedures and deadlines.

**GRADING PHILOSOPHY**
While I greatly value and appreciate your effort as an important precursor to learning, please understand that I believe effective learning is manifested by how well you communicate verbally and written what you have learned. Verbal communication not only refers to your presentation skills, but your class participation as well. **I will reward in that manner.** I also believe that
performance in the real world is measurable and rewarded by the most part on your ability to deliver what is required and communicate it effectively.

In grading your presentations and written assignments, I will look for originality, presentation style, ability to generate class discussion, enthusiasm, and the demonstration of a clear understanding of the subject. The rest of the class will come fully prepared to participate in ALL class discussions and the learning process.

**EVALUATION**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid Term Exam</td>
<td>13%</td>
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<tr>
<td>Leadership Interview report/ Presentation</td>
<td>15%</td>
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<tr>
<td>Group Film Case Analysis Report/ Presentation</td>
<td>16% (8% / 8%)</td>
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<tr>
<td>7, 1 page film analysis</td>
<td>14% (2pts each)</td>
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<tr>
<td>Leadership Book Report</td>
<td>14%</td>
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<tr>
<td>Final Exam</td>
<td>13%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Each student has ample opportunity to demonstrate his/her mastery of the course material in the variety of assignments required in the course. There will be no provision for "extra" credit assignments. Grading will be as follows: A, 95+; A-, 90/ 95; 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. No “make-ups” of any kind will be available except in verifiable medical emergencies or other situations approved by the Instructor.

**I will not accept late assignments nor will I do make up exams.**
FILM CASE DISCUSSION QUESTIONS

**Hoosiers**

1. What leadership qualities does the new coach bring to the team and how do they change as time progresses?
2. What are the challenges of Coach Dale?
3. How does the coach deal with the school politics, naysayers, gossip, scandal and vengeance?
4. How does Dale recapture the vision and gain respect?
5. Discuss the “change” that takes place and whether you think the Coach “had a plan”
6. What are the team dynamics that takes place.
7. How would you manage this kind of situation.

**Crimson Tide**

1. How does the command structure fall apart between the captain and the executive officer?
2. How is leadership control lost and then regained.
3. Describe the internal conflicts i.e., groups, etc. that arise.
4. Describe the power struggle that takes place and the ego conflicts.
5. Is there a social tone to the conflict and if so discuss.
6. How would you have handled this kind of situation if you were either the Captain or the first Officer.

**Gandhi**

1. Which are Gandhi’s most important leadership traits?
2. What were Gandhi’s strategies for building support in India?
3. What are the most important actions that Gandhi performs as a leader?
4. Was Gandhi’s use of fasting a successful leadership strategy for dealing with a crisis? Why or why not?
5. Does the fact that Gandhi and Martin Luther King, who also practiced nonviolence, met violent deaths show that violence will ultimately triumph over nonviolence?
6. Discuss the servant leadership aspect of Gandhi

**The Contender**

1. Discuss the gender bias, sexual stereotypes, and discriminations that confront female seeking executive roles.
2. What is the moral dimension that effected Laine Hanson’s decision to accept the VP position.
3. Discuss the cross gender mentoring that took place between the President and Hanson and the leadership concepts displayed by the President.
4. Do you think the role that Oldman took in attempting to stop Hanson’s nomination is prevalent in business today.
5. Do you think a female can be President some day and why.
6. Address what you believe are some major differences in leadership between men and women
**Thirteen Days**

1. Address the diverse leadership characteristics that took place in the film.
2. Discuss the moral dilemma that leaders constantly face particularly in today’s world of the Enrons and World Coms.
3. Discuss the practicality of leaders listening to consensus decision making.
4. How would you have reacted in President Kennedy’s place in the situation.
5. Discuss a leader’s role in crisis management.
6. How much should a leader listen to their “gut” vs their “head”.

**Dead Poets Society**

1. Compare and contrast the leadership styles of Mr. Keating and Mr. Nolan.
2. Does Todd change during the course of the film? Why and how?
3. What do the boys gain from their participation in the Dead Poet’s Society?
4. Is Mr. Keating successful as a leader? What about Mr. Nolan?

**North Country**

1. Contrast the leadership style of Josie in the beginning of the film vs the end.
2. Discuss the mindsets between management and the workers when they met on the discrimination issue.
3. What is your opinion of this type of “issue” being “real life” today.
4. What would you have done differently in Josie’s situation.
5. Discuss the social perception of the townspeople.

**12 Angry Men**

1. Evaluate the behavior of the 12 jurors, especially Henry Fonda as he tries to convince his peers to reconsider their hasty decision.
2. Discuss how important it is for an effective leader to be able to read the behavior traits of others.
3. What is the emphasis on participative leadership and how difficult it is to get accurate perceptions and insights within a group.
4. What is the cultural diversity that occurs in the film and the group dynamics that is conflicting.
5. Was Fonda effective and why.
6. If you were the jury foreman/woman, what would you do in that kind of situation.