

BMA 405 LEADERSHIP SKILLS IN HUMAN SYSTEMS
Syllabus – Fall 2007

Section 0002: Tuesdays/Thursdays 5:30pm – 6:45pm – Bloch 2

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Office Hours: Rm 210 – 12:30 pm – 2:00 pm, Tuesday & Thursday, or by appointment

| | | |
|-----------------|-------------------|------------------------------------|
| Content: | Course Materials | Guidelines for Exams |
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Internet Research Sites:

Blackboard

Kansas City Public Library

Johnson County Public Library

For help with writing

To search for scholarly works

OR

UMKC Library

For MNL Reserve materials

<http://blackboard.umkc.edu>

www.kcpl.lib.mo.us/

www.jocolibrary.org

<http://owl.english.purdue.edu/owl/>

www.scholar.google.com

www.umkc.edu/lib/ & choose

“Databases” then “ABI Inform Global

Go to www.umkc.edu/lib/ ; click “Merlin Catalog;” choose “Course Reserve” tab at top; search by “Dobies” or by “BMA 405.”

COURSE MATERIALS

Required Text: Custom Course Pack only available through the bookstore
BMA 405: Leadership Skills in Human Systems. University of Missouri. Fall 2007.

Additional Materials **Get by week 4:** One college-ruled, 50-page notebook to function as your “Journal.” You may choose to maintain your journal on your computer; but to do this, you will need to bring a laptop to every class. (*One student brought his PDA with a keyboard.*)

For week 5: You will need to view the film, “Remember the Titans” on you own.

On Electronic Reserve: (e-reserve) Required reading that you may access through Miller-Nichols Library web site.

“Chapter 14: Power, Influence & Leadership (excerpt)” In *Management: A Practical Introduction, 3e*, by Kinicki, Angelo, and Williams, Brian K. pp. 446 – 485. McGraw-Hill Irwin, Inc., (New York), 2008.

“Chapter 8: Authentic Followership.” In *Why Should Anyone Be Led by You? What It Takes to Be an Authentic Leader*, by Goffee, Rob, and Jones, Gareth. pp.189 – 201. Harvard Business School Press, (Boston, MA), 2006.

“Leadership and Team Effectiveness,” from Chapter 10: Leading Teams, in *The Leadership Experience, 4e*, by Daft Richard L. pp.303 – 309. Thomson South-Western, (Mason, OH), 2008.

Blackboard:

Case: “Foreign Auto Shop”

Notes re: “Changing Culture”

Article Link: “Why Transformations Fail” by John Kotter

Instructions for leadership development plan: assessments, instructions

A note about Blackboard: I use this heavily. This is my chief communication tool to furnish you with information, i.e., handouts, slides, web site links, grades, any changes about the class schedule or assignments, etc. So, check this site regularly for any updates.

COURSE OBJECTIVES

This course continues the study of behavior in human systems with an emphasis on the behaviors and interactions of leaders and followers in various types of organizations and situations. Beginning with a review of leadership theory, we will use theory to explore leaders' traits, behaviors, and achieved outcomes. Cases of leaders and followers will be studied through literature, film, interviews, and observation to apply theory to practice. Some of the applications explored through cases included leaders' roles in shaping their environments, their approaches to leading successful change efforts, the challenges of leading community efforts, and how one becomes an effective leader and manages how others perceive them. Leadership and followership discussions will culminate at the end of the term with the student assessing his/her own leadership skills, establishing leadership goals, and outlining a leadership skills development plan.

At the completion of the course, students will be able to do the following:

- Describe the key characteristics and behaviors of effective leaders according to theory and research;
- Explain why "followers" support a particular leader;
- Compare and contrast various leaders' approaches in a number of situations;
- Recognize and describe tactics leaders may use to build power and influence others;
- Recognize and describe methods leaders use to inspire and energize followers;
- Describe situations in which leaders may face ethical dilemmas, and how leaders resolve those dilemmas;
- Assess one's own leadership strengths and weaknesses;
- Outline leadership development goals with steps to develop one's own leadership skills.

COURSE GRADING

Course grades will be based on the following activities and carry the listed total point values:

| | |
|---|-------------------|
| Four exams (50 points per exam x 4 exams) | 200 points |
| Journal with Analysis & Development Plan | 115 points |
| Personal Project | <u>135 points</u> |
| TOTAL POINTS POSSIBLE | 450 points |

Letter grades will be determined by computing the percent of total points you have accrued

Example:

| | |
|-------------------------------------|---|
| ▶ Four exams | earned 167 points/200 |
| ▶ Journal/Analysis/Development Plan | earned 94 points/115 |
| ▶ Personal Project | earned 121 points/135 |
| | → <i>Total points earned</i> → $382/450 = 84.9\%$ |

The percentage is then converted to a letter grade according to the scale below. In the above example, the student would have earned a B.

| | | | | | |
|----------|----|--------|----|--------|----|
| 93 -100% | A | 80-82% | B- | 67-69% | D+ |
| 90-92% | A- | 77-79% | C+ | 63-66% | D |
| 87-89% | B+ | 73-76% | C | 60-62% | D- |
| 83-86% | B | 70-72% | C- | 0-59% | F |

CLASS AGENDA

This matrix is posted on Blackboard under “Class Agenda.” It will show class dates, assignment due dates, exam dates, and topics to be covered.

RULES OF THE ROAD

The students will . . .

1. come prepared;
2. attend class;
3. bring text and Journal notebook to all classes;
4. participate in discussions;
5. support other students --> pay attention when they speak or present;
6. not speak when another has the floor; only one person speaks at a time;
7. power off cell phones and keep them off during class;
8. assume responsibility for your work and submitting/completing it on schedule.

The instructor will . . .

1. be clear on assignments and other requests of students;
2. be respectful of students;
3. respond to students’ email and phone messages within 48 hours.

GUIDELINES FOR EXAMS

1. Length = one hour
2. Format: I will furnish the paper.
 - Exams 1, 2, 3 = short answer, matching, multiple selection, and short essay.
 - Exam 4 = same format as others, but will have a comprehensive essay question covering all material in the semester.
3. Exam 1 will be entirely closed book.
Exams 2, 3, and 4 will be closed book, closed note for the first 45 minutes; open book and note for the last 15 minutes of exam.
4. Grading of exams. . . will be completed within ten days of the exam.
5. Make-up exams: all make-up exams will be held on the scheduled date and time for the final exam. **NO EXCEPTIONS.** See your Class Agenda for the specific date and time. *Please notify me in advance by email that you will be taking the make-up exam.*

GUIDELINES FOR WRITTEN ASSIGNMENTS

There are **two written assignments**: your journal with its summary/analysis and development plan, and your personal project report.

A. Due Dates

1. Each of these assignments has a specific due date which is noted on the **Class Agenda**.
 - These must be submitted on or before the dates they are due by...
 - A. Delivering it to my office (Rm 210),
 - B. Delivering it to my mailbox in Bloch Rm 334;
 - C. Email to me as an attachment. BUT... if you email these assignments to me, you will NOT get them back with comments. SO.... If you want feedback, submit a hard copy to me.
2. **LATE ASSIGNMENTS???** Failure to submit assignments on time results in a **1% penalty in points per day late...really!**

B. Format

Except for the journal, all written assignments must follow this format:

1. typed
2. double-spaced
3. with a 12-point font
4. all pages numbered
5. stapled pages (not necessary to use a special cover or binder)
6. no title page needed
7. in the upper left or right corner of the first page. .
 - a. Your Name
 - b. BMA 405
 - c. Class days & time (e.g., Tue/Thur 5:30 pm)
 - d. date submitted -->
8. reflect proper grammar, syntax, punctuation, spelling, etc. (exception = the journal; no attention will be paid to these issues in the body of the journal.)

PERSONAL PROJECT GUIDELINES

A. Choose a Subject (pick one of the following)

1. Interview a “leader” and one of that leader’s followers
 - a. Use a semi-structured interview process + prepare questions for each BEFORE you even schedule those interviews
 - b. Optional: two students may interview the same individual together, but prepare their questions and report independently.
2. Read a book and one scholarly article about a “leader”
 - a. The book should be one that is well-researched (see reference lists in back of book) rather than a “pop culture” book, and the scholarly article must be taken from a peer-reviewed journal.
 - b. Note: you may examine the “dark side” of leadership and read a book about a Darth Vader type leader in our history.
3. Cover the activities of one prominent “leader” through the media for 6 weeks
 - a. Choose a leader to follow through the media
 - b. Choose a mixture of at least five media sources – may use newspaper, weekly magazine, TV, radio broadcasts, etc. – DO NOT use five of any one type, e.g., 5 TV stations!
 - c. Monitor those sources for 6 weeks
 - d. Start ASAP!

B. Write and Submit a Research Question

1. Submit to me via email by the date noted on the CLASS AGENDA the following:
 - i. Which of the above you intend to do
 - ii. What the question is you hope to answer by completing this project
 - iii. What this question means to you; why is this important to you
(*This is graded!*)

C. Write and Submit a Report

1. *If you interview a leader and one of his/her followers: (8-17 pages+ works cited + interview questions)*
 - a. Background info – in what context are these people a leader and a follower (1-2 pages)
 - b. Why you chose those persons to interview (your criteria for “leader” and “follower”) (1-2 pages)
 - c. Summary of what you discovered (2-5 pages)
 - d. Analysis (3-5 pages)
 - i. Any connection between the statements of these two people?
→ what’s the relationship between leader and follower in this situation
 - ii. What does understanding of this leader tell you about his/her types of followers
 - iii. What does an understanding of this follower tell you about the person who would be this person’s leader
 - iv. How does what you discovered compare with our readings and leadership/follower theory (support with literature + cite that literature)
 - v. Any patterns?
 - e. What is the answer to your research question(1-3 pages)
 - i. Conclusion/lessons learned, proved, and/or disproved
 - f. *Works cited (literature used as support in your analysis)
 - g. Copy of your interview questions for the leader and questions for the follower (must be prepared BEFORE you interview these people)
2. *If you read a book + one scholarly article about a particular leader: (8-17 pages + works cited)*
 - a. Background info – who was this leader and where did he/she serve a function of leader (1-2 pages)
 - b. Why did you choose this person (your criteria for “leader”) (1-2 pages)
 - c. Summary of what you discovered (2-5 pages)
 - a. Overall summary
 - b. Where the book and article agreed
 - c. Where the book and article disagreed
 - d. Analysis (use literature to support your analysis) (3-5 pages)
 - a. How would this leader be described using one or more of the leadership theories
 - b. Who were his/her followers, and why did they follow him/her
 - c. What do you learn about this leader’s earlier years that may have influenced his ability to lead
 - e. What is the answer to your research question (1-3 pages)
 - a. Conclusion/lessons learned, proved, and/or disproved
 - f. *Works cited (literature used as support in your analysis + the book and article you read)

3. *If you choose a leader and follow him/her through the media for 6 weeks:(8-17 pages + media tracked + works cited)*
 - a. Background info – where & how this person functions in a leader role + who are his followers (1-2 pages)
 - b. Why you chose this person to follow in the media (your criteria for “leader”) (1-2 pages)
 - c. Summary of what you discovered (2-5 pages)
 - a. Key events that occurred during the tracking period – in chronological order
 - b. Challenges faced by this leader, or presented by this leader in the 8-week period
 - c. Support/followers manifest for this leader, or taken away from/lost by this leader in the 8-week period
 - d. Situations in which the leader demonstrated the textbook definition of “effective leadership”, and those in which the leader demonstrated “ineffective leadership”
 - d. Analysis (3-5 pages) (use and cite the literature to support your analysis)
 - a. How would you describe this leader using one or more of the leadership theories
 - b. Who were his/her followers and why did they follow him/her
 - c. How did this leader gain support, or lose it
 - d. How well did this leader handle the challenges presented to him/her, or presented by him/her
 - e. Was there anything intriguing, novel, creative, surprising, etc. about this person’s leadership style, behaviors, or traits
 - e. What is the answer to your research question(1-3 pages)
 - i. Conclusion/lessons learned, proved, and/or disproved
 - f. Media Tracked – show sources + dates of sources
 - g. *Works cited (literature used as support in your analysis)

***NOTE re: Works cited... Wikipedia does NOT count; I advise you to not use it.**

D. Personal Project Grading (135 points)

The Personal project will be graded in four areas:

1. Research question mailed to me by due date – 15 points
2. Report Components included per instructions – 30 points
3. Quality of summary and analysis – 85 points
4. You are present at the end-of-term roundtable to share your project – 5 points

Each of these is detailed below.

1. *Research Question Emailed to me by due date (15 pts)*

- Which of the options you intend to do
- What the question is you hope to answer by completing this project
- What this question means to you; why is this important to you

For the 3 elements described above:

- 15 = all 3 included and very well described, easy to understand, offers clarity for the project to move forward;
- 13 = all 3 included and well described, a question about what is meant in one area or focus is somewhat muddy;
- 11 = all 3 included and well described, a couple of questions about what is meant in one area or focus is muddy;
- 9 = all 3 included and described but several questions about meaning or focus is very unclear;
- 7 = all 3 included and described but several questions about meaning AND focus is very unclear;
- 5 = all 3 included and inadequately described with several questions about meaning AND focus is unclear;
- 3 = all 3 included and described;
- 1 = 2 included and described;
- 0 = not provided.

2. *Report Components Included (30 pts)*

- Background info (5 pts)
- Reasoning for choosing these subjects (5 pts)
- Summary (5 pts)
- Analysis (5 pts)
- Answer to your research question (5 pts)
- Works cited and Interview questions/media tracked (if applicable) (5 pts)

For each of the elements listed above:

- 5 = included and very thorough;
- 4 = included and gives good information;
- 3 = included and gives adequate info;
- 2 = included and gives less than adequate information;
- 1 = included but scant information;
- 0 = not included.

3. *Quality of Summary and Analysis (85 pts)*

- Solid format → 5 pts = opening paragraph states very clearly and in an organized fashion what will be addressed; body delivers what is promised; last paragraph summarizes . . . 0 = format not evident
- Writing Style → 10 pts = no grammar, spelling, punctuation errors + writing is well-phrased and clear with no awkward structures + points are set forth in a well-organized fashion . . . 0 = many grammar, spelling, punctuation errors and/or writing is lacks clarity and/or paper is poorly organized
- Supports statements in the analysis with citations from the scholarly literature → 20 pts = well-cited, well-supported. . . 0 = citations missing, and not literature support for statements made in paper
- Clearly explained → 10 pts = completely explained, no loose ends. . . 0 = explanations are weak or very unclear and pieces of information appear to be missing which adds to lack of clarity
- Explanations are logical → 10 pts = superior logic. . . 0 = thoughts are not logically presented or logic in arguments/statements is missing or loaded with faulty logic
- Critical thinking evident in statements through all of the following: (30 points = reflects all of the following extremely well where appropriate. . . 0 = reflects none)
 - clearly identifies the problem or issue to be evaluated;
 - makes an attempt to consider and/or understand others' views in the process of evaluating the problem/issue;
 - recognizes “gray” areas rather than needs to have an “either/or” position;
 - acknowledges personal bias rather than ignores or overlooks it;
 - incorporates independent thinking rather than exclusively uses the thoughts of others as one's own;
 - uses logical reasoning to think through an issue to arrive at conclusions;
 - connects multiple observations, facts, experiences, and/or readings to demonstrate relationships or patterns among these items
 - avoids over-generalizing
 - withholds judgment until sufficient supporting evidence is evident/presented;
 - distinguishes fact from opinion.

4. *Present at “roundtable” to informally share your project (5 pts).*

JOURNAL/ANALYSIS/DEVELOPMENT PLAN: GUIDELINES

A **When you write in your journal... Beginning week 4:**

1. At the opening and ending of each class. . .
 - I will give you a question regarding a reading due for that class, and/or regarding material covered in the previous class period.
 - You will be given 10 minutes to write your response(s) and thoughts about that question in your journal.
2. Once a week. . .
 - You will reflect on your journal notes, class discussions, readings, and lectures to note how these elements have influenced . . .
 1. your view of yourself, and your roles in various groups in your current and/or past life;
 2. the evolution of your dreams and/or plans for yourself;
 3. your view of others in your life;
 4. your thoughts of how others view you;
 5. new issues or questions that are of particular importance to you and your development.
3. Optional... As you complete readings in preparation for class. . .
 - You will note any interesting, puzzling, or otherwise remarkable issues or observations that emerge as you read. These may be issues you wish to raise in the next class discussion.

B. **What you write in your journal. . .** (Adapted from Instructional Strategies Online – Journal Writing <http://olc.spsd.sk.ca/DE/PD/instr/strats/journal/>, January 2006.)

1. This is NOT a diary. You will NOT write a chronology of events or activities as you might do in a diary. You will NOT present a catharsis of your most recent emotional episode with significant others, families, teachers, etc. as you might in a diary.
 1. You will do **critical thinking** about our readings, class discussions, and your previous journal notes, and write what occurs to you in that thinking process. Critical thinking = “the process of objectively evaluating, comparing, analyzing, and synthesizing information.” (From: Huffman, Karen, and Gary Piggrem. Psychology in Action. John Wiley & Sons, Inc. 2003.)
2. Your journal likely will contain any or all of the following:
 1. Personal observations;
 2. Questions;
 3. Speculations and predictions;
 4. Evidence of developing self-awareness;
 5. Connection between personal experience and new information.

C. Style of Journal. . .

1. Do not worry about grammar, spelling, punctuation or any of that stuff in the journal itself; just write!
2. You may write on both sides of a page, or you may choose to write on only one side. That is up to you.
3. You may use pencil, pen, “thin” tipped marker. . . whatever you want to use. Thick-tipped pens and markers are not advisable because it is difficult to read when used on college-ruled paper.
4. PLEASE make sure that it is READABLE. . . PLEASE. A journal that I cannot read cannot (and will not) be evaluated.
5. Length = not important; depth is more important.
 - i. Dedicate time to thinking before and during writing.
 - What you write in class during your 10-minutes at the beginning, and your 10 minutes at the end is all you write for that class.
 - If you are spending time preparing for class and are involved in class, it will not be difficult to respond to the prompt I give you. (Prompts will relate to readings.) And, it will be easier to make your once/week entry.
 - If you don’t spend any mind-time with this stuff, your thinking will be quite shallow regardless of whether you write 1 page or 20 pages.
 - Recommendation: keep up with the readings, get involved with the discussions and keep your mind present in the discussions regardless of whether your mouth is moving or not, and your subconscious will do a lot of work for you over time.

D. When and what you submit to me. . .

1. Check the CLASS AGENDA for the dates on which you will submit the Journal.
2. Four elements:
 - a. *The journal itself. . .*
 - (1) Make sure your journal has your **name** on it – inside front cover please! I want your name concealed from others’ eyes.
 - (2) Make sure that you have **marked the 5 class entries and the 3 weekly entries** that you want me to review.
 - b. *Your journal summary and analysis. . .*
 - (1) 3-6 pages
 - (2) Contents = a synthesis of journal writing thus far:
 - i. lessons learned about leadership and followership that are most relevant to you;
 - ii. lessons learned about yourself – what you’ve done and who you have been thus far;
 - iii. insights regarding the demands of your intended profession/career and your readiness for it.
 - (3) Format: follow the format specified in “Guidelines for Written Assignments.”

- c. *Your assessments (1-self-assessment and 2-outsider assessments)*
 - See Blackboard
- d. *leadership development plan*
 - see Blackboard

E. Journal Grading (total possible = 115 points)

I. Journal (35 points)

- a. Count number of entries vs. number of possible entries (10 points):
 - 10 = 90-100% of total possible entries are provided in the journal;
 - 8 = 80-89%;
 - 6 = 70-79%;
 - 4 = 60-69%;
 - 0 = fewer entries than 60%
- b. For any 5 class period entries that YOU MARK FOR REVIEW (10 points):
 - # of entries/5 in which critical thinking is evident
 - # of entries/5 in which reasoning is offered behind your belief/perspective
- c. For any 3 weekly entries that YOU MARK FOR REVIEW (10 points):
 - # of entries/3 in which critical thinking is evident
 - # of entries/3 in which you offer reasoning behind your belief/perspective
 - # of entries/3 in which you make an effort to critically evaluate the issue being discussed relative to your own experience and leadership/followership development
 - Facts cited in all entries are accurate (yes = 1 point)
- d. Entries are readable and organized. (5 points)
 - 5 = writing is very easy to read; entries are well-organized, not crammed
 - 4 = writing is very easy to read; entries are somewhat organized, not crammed
 - 3 = writing is easy to read; entries are sometimes crammed and/or sloppy
 - 2 = writing is mostly easy to read; entries are often crammed and/or sloppy
 - 1 = writing is barely readable; entries are often crammed and/or sloppy
 - 0 = writing cannot be read; most entries are sloppy and/or crammed

2. *Journal Summary and Analysis (45 points)*

- Solid format: opening paragraph states what will be addressed; body delivers what is promised; last paragraph summarizes. (5 pts. . . 0 = none of this present)
- Writing Style: mechanics, style, organization (5 pts = no grammar, spelling, punctuation errors + writing is well-phrased and clear with no awkward structures + points are set forth in a well-organized fashion...0 = more than 5 mechanical/style problems)
- Clearly explained (5 pts = completely explained, no loose ends. . . 0 = shallow explanations, hard to follow)
- Explanations are logical (5 pts = superior logic. . .0 = jumps to conclusions, points appear out of order, lacks logic)
- Explanations are well-supported with evidence from journal entries to illustrate points (5 pts = extremely well... 0 = no journal references made in any entries)
- Reflects interesting contrasts and/or comparisons from insights derived from journal entries (5 pts = extremely well. . .0 = no contrasts/comparisons made, no insights)
- Critical thinking evident in statements through all of the following: (15 points = reflects all of the following extremely well where appropriate. . . 0 = reflects none)
 - a. clearly identifies the problem or issue to be evaluated;
 - b. makes an attempt to consider and/or understand others' views in the process of evaluating the problem/issue;
 - c. recognizes "gray" areas rather than needs to have an "either/or" position;
 - d. acknowledges personal bias rather than ignores or overlooks it;
 - e. incorporates independent thinking rather than exclusively uses the thoughts of others as one's own;
 - f. uses logical reasoning to think through an issue to arrive at conclusions;
 - g. connects multiple observations, facts, experiences, and/or readings to demonstrate relationships or patterns among these items
 - h. avoids over-generalizing
 - i. withholds judgment until sufficient supporting evidence is evident/presented;
 - j. distinguishes fact from opinion.

3. *Leadership Self-assessment and Development Plan (35 points)*

- Assessments completed per instructions:
 - Two "outsider" assessments (4 pts)
 - One self -assessment (2 pts)
- Synthesis of the peer and superior assessments with your self-assessment to illustrate your strengths and areas for development (12 pts = evidences superior critical thinking → 0 = no critical thinking evident)
- goals established per instructions (5 pts)
- development plan outlined per instructions (12 pts = all components completely and very clearly outlined with tentative action plan per instructions...9 pts = some components are completely and clearly outlined with tentative action plan per instructions... 6 pts = some components are moderately outlined with vague action plan... 3 pts = some components vaguely outlined with vague action plan... 0 = one or more components missing and explanations are vague)