

Kent State University
Graduate Programs Office: Professional MBA
Leadership & Organizational Change (MIS 64160)
August-December, 2013

Course

Leadership & Organizational Change course (3 credit hour) is offered in the Professional MBA Program (MIS 64160/16890).

Faculty

Dr. Michael S. Duchon
duchonm@aol.com

Phone: 216-849-5508 (Mobile)

Required Materials

Hughes, R., Ginnett, R., & Curphy, G. (2012). *Leadership: Enhancing the Lessons of Leadership*. (7th ed.). New York: McGraw-Hill Irwin. ISBN: 978-0-07-811265-2

Harvard Business Review Press (2011). *HBR'S 10 Must Reads on Change Management*. Boston. ISBN: 978-1-4221-5800-5

Additional Readings

Class handouts to supplement textbook material (Instructor will provide Handouts on topics such as Emotional Intelligence (EI).

COURSE DESCRIPTION

This course examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders in the 21st century. Application of theory to practice will be stressed.

The 16-week instructional sequence of this course is divided into three major components: **leadership theories and organizational development; leadership styles; visioning and visionary leadership; and organizational change.**

Students will develop a personal and professional set of assumptions to guide them in their work experiences.

LEARNING OBJECTIVES

1. Analyze selected leadership theories that provide the conceptual frameworks for organizational leadership and organizational change.
2. Discriminate among various leadership styles and models.
3. Assess, make judgments and generate solutions regarding the effectiveness of their own organizations, using the theories, principles and models presented in this course.
4. Discuss various strategies used to help individuals deal with change.
5. Recognize the importance of vision in leadership.
6. Identify how teams perform in change situations.
7. Describe various methods for managing a team through the change or transformation process.
8. Explain the various models and approaches to organizational change.
9. Discuss the leader's role in organizational change.
10. Discuss when an organization needs to restructure and how to manage the process.
11. Describe how to affect cultural change as it pertains to organizational success.
12. Participate in, lead and contribute to class discussions.

Plagiarism Policy

Faculty and students support and endorse the Student Cheating and Plagiarism Policy #42-3-07 of Kent State University, which states that: "Students enrolled in the University, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the University; cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied." Please refer to this policy for a more inclusive description of definitions and academic sanctions.

Regarding Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the

Regarding Students with Disabilities (continued)

course to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Grading

Class Participation	20 points
Exam 1	60 points
Exam 2	60 points
Team-based Paper	60 points
Oral Team Presentations	25 points
Individual Case Study (1)	10 points
Team-based Case Studies (1)	15 points
Total Points	250 points

- Class Participation consists of your contribution to class discussions with stimulating, focused questions and/or examples for exploration. You will find this difficult to do without having read the assigned materials with the intent to learn, question, and understand what you have read. I will evaluate this portion of your grade by observation
- Individual **Written Paper** on “Culture Change.” Your written paper will be based on the book “Diagnosing an Organizational Culture.” (**SEE RUBRIC FOR GRADING PURPOSES ONLINE**).

Team-based Paper (Due August 9)

Teamwork

Teamwork has become one of the most important elements of successful organizations. Much of recent literature about leadership and organizational management centers on teamwork and teams. How we work as team members within our organization is most important. Successful teams contribute to the overall effectiveness of the organization and contribute to personal satisfaction of leaders and employees.

You will be assigned to a team by the professor in the third week of the class. You will be responsible for working with your teammates until the completion of the team paper on August 3 and the presentation of the project on August 5. Each member of the team is responsible for staying in touch and contributing fairly to the project.

Project Directions

How you create the team project will be left entirely up to you and your teammates. You may be as creative and as futuristic as you wish. The end products are (1) a written document that describes your project and (2) a class presentation. References are required in addition to the content created by the team. If you choose to do a power point for the presentation, make sure that each team member is able to discuss his or her portion of the power point. If you choose to design a website, make sure it contains the most important information about the project and is visually attractive.

As team members, you have to negotiate with each other. This will be a test of your individual coping and leadership skills. Each team will select a team leader who will be the liaison with the professor. The role of the professor is that of the facilitator, coach and a critical friend. He will be available to clarify and provide additional information, if needed. It is expected that each team will work out the details of the project independently and that each member will remain fully engaged and contribute his or her share. If problems occur with individual team members, you are expected to deal and resolve them with your teammates. This interpersonal dimension of teamwork is an important part of the project. (Team leader should contact the professor if a serious impasse occurs.)

Remember, the process is just as important as the product!

Team Scenario

You have been selected as a group of committed professionals and citizens of the community to create and develop an organization needed by the community. Your team will determine what this organization will be. You have the opportunity to create the organization's venue, to develop its vision, define the mission, and design the environment, all of which will make it a prototype for the future. You have been given substantial money from private benefactors, the federal government and from a prestigious foundation to form your organization. There are national and international implications for replicating your model. Because funds are not an issue, you will be

Team Scenario (Continued)

able to dream and think futuristically and innovatively. Technology will play an important role in your new organization as will the best organizational and leadership practices and quality resources. Your team will be responsible for creating this new model organization and its leadership development plan (LDP).

Elements to consider

Vision and Mission of the Professional Development Plan: Create a vision and a mission for the organization. Discuss how they impact the organization.

Organizational Structure: Define the workers and the leadership of the organization. Propose an organizational structure with a leadership component based on known theoretical models and research. Provide a rationale for your selection. Discuss the demographics of the workforce. For example, are diversity and an aging workforce issues?

Leadership Development Plan: Determine who will participate in the LDP. Describe the purpose, goals and outcomes of the leadership plan. Provide information regarding human and other resources you will require. Create a budget. Again, reference you plan to models and theories discussed in this course.

Leadership Development Activities: Provide details about the activities and discuss how they relate to the theories and models you encountered in the course materials and in other research. Take into consideration the role of the leader; leadership skills and strategies the leader will employ; relationship to others involved in the plan; resources needed to implement the plan; specific activities, etc.

Assessment Plan: Discuss how you plan to evaluate the success of your LDP. What instrument and/or process/es will be used and who will be the primary evaluators are only two of the elements that need to be addressed.

Summary/Reflections: Discuss the feasibility and follow up of the plan. Think about this: “Could you and your team become a real consulting group and provide services to other organizations?” This is not as farfetched as you think.

Research and References: This assignment is a creative project based on sound research. You will need to ground your ideas and plans in the work of experts in the leadership field. A reference list in current APA form and style is required at the end of your paper.

Team Products

Your paper should be 15 – 20 pages long. This must be an original piece of work representative of your COMBINED efforts. It is expected that each of you will carry your own weight. The research paper, although creative and futuristic, is still grounded in research. Each member is expected to contribute to the planning and the writing of the paper. The paper is due the final week of the course.

Presentations

The presentation is the second part of the assignment. It will take place on August 5. All team members are expected to contribute to and participate in the presentation. Use all of your creativity and technology skills to present your project with as many “bells and whistles” as you can muster. Each presentation should take approximately 20-30 minutes after which the rest of the class and the professor will ask questions. All students are expected to attend each presentation.

The suggested format for the presentation is the following:

- Overview of the organization
- Purpose of the project
- Synopsis of the project (strengths/challenges)
- Closing remarks
- Q & A session by the professor and classmates

Team Project Evaluation

The professor will distribute the evaluation instrument early on in the term.

Course Schedule

Weekly Class Assignments

Readings for August 27 Class

Read Hughes, Ginnett & Curphy Chapter 1

Class Schedule August 27

- *Introductions*
- *What Is Leadership*
- *Leadership Myths*
- *Interactional Framework for Analyzing Leadership*
- *Trait Approach*
- *Case Study End of Chapter 1--Teams*

Readings for September 3 Class

Read Hughes, Ginnett & Curphy Chapter 2

Class Schedule September 3

- *Action-Observation-Reflection*
- *Key Role of Perception in the Spiral of Experience*
- *Experiences: Learning to Learn from Leadership*
- *Reflection from Leadership Development*
- *Building Your Own Leadership Self-Image*
- *Case Study End of Chapter 2--teams*

Readings for September 10 Class

Read Hughes, Ginnett & Curphy Chapter 3

Class Schedule September 10

- *Your First 90 Days as a Leader*
- *Learning from Experience*
- *Building Technical Competence*
- *Building Effective Relationships with Superiors*
- *Building Effective Relationships with Peers*
- *Development Planning*
- *Case Study End of Chapter 3--Teams*

Readings for September 17 Class

Read Hughes, Ginnett & Curphy Chapter 4

Class Schedule September 17

- *Power and Leadership*
- *Influence Tactics*
- *Influence Tactics*
- *Case Study End of Chapter 4*

Readings for September 24 Class

Read Hughes, Ginnett & Curphy Chapter 5

Class Schedule September 24

- *Leadership & Doing the Right Things*
- *Ethics & Values-Based Approaches to Leadership*
- *The Roles of Ethics & Values in Organizational Leadership*
- *Case Study End of Chapter 5*

Readings for October 1 Class

EXAM I CHAPTER 1 THROUGH CHAPTER 5

Class Schedule October 1

- *EXAM*
- *2ND PART OF CLASS STUDENTS WORK ON TEAM-BASED PAPER*

Readings for October 8 Class

Read Hughes, Ginnett & Curphy Chapter 6 & Chapter 7

Class Schedule October 8

Chapter 6

- *Personality Traits & Leadership*
- *Personality Types & Leadership*
- *Intelligence & Leadership*
- *Emotional Intelligence & Leadership*
- *Case Study End of Chapter 6*

Class Schedule October 8 (Continued)

Chapter 7

- *Studies of Leadership Behavior*
- *The Leadership Pipeline*
- *Community Leadership*
- *Assessing Leadership Behaviors: Multirater Feedback Instruments*
- *Case Study End of Chapter 7*

Readings for October 15 Class

Read Hughes, Ginnett & Curphy Chapter 8

Class Schedule October 15

- *Building Credibility*
- *Communication*
- *Listening*
- *Assertiveness*
- *Conducting Meetings*
- *Effective Stress Management*
- *Problem Solving*
- *Assertiveness*
- *Improving Creativity*
- *Assertiveness*
- *Case Study End of Chapter 8*

Readings for October 22 Class

Read Hughes, Ginnett & Curphy Chapter 9

Class Schedule October 22

- *Defining Motivation, Satisfaction, & Performance*
- *Understanding & Influencing Follower Motivation*
- *Understanding & Influencing Follower Satisfaction*
- *Case Study End of Chapter 9*

Readings for October 29 Class Continued

Read Hughes, Ginnett & Curphy Chapter 10

Class Schedule October 29

- *Individuals versus Groups versus Teams*
- *The Nature of Groups*
- *Teams*
- *Virtual Teams*
- *Case Study End of Chapter 10*

Readings November 5 Class

EXAM II CHAPTER 6 THROUGH CHAPTER 10

Class Schedule November 5

- ***EXAM FIRST PART***

Chapter 11

- *Setting Goals*
- *Providing Constructive Feedback*
- *Team Building for Work Teams*
- *Building High-Performance Work Teams: The Rocket Model*
- *Delegating*
- *Coaching*
- *Case Study End of Chapter 11*

Readings for November 12 Class

Read Hughes, Ginnett & Curphy Chapters 12 & 13

Class Schedule November 12

Chapter 12

- *The Task*
- *The Organization*
- *The Environment*
- *Leading Across Societal Cultures*
- *Implications for Leadership Practitioners*
- *Case Study End of Chapter 12*

Class Schedule November 12(Continued)

Chapter 13

- *Leader-Member Exchange*
- *The Normative Decision Model*
- *The Situational Leadership Model*
- *The Contingency Model*
- *The Path-Goal Theory*
- *Case Study End of Chapter 13*

Readings for November 19 Class

Read Hughes, Ginnett & Curphy Chapters 14 & 15

Class Schedule November 19

Chapter 14

- *The Rational Approach for Organizational Change*
- *The Emotional Approach to Organizational Change: Charismatic & Transformational Leadership*
- *Leadership Characteristics*
- *Follower Characteristics*
- *Situational Characteristics*
- *Concluding Thoughts about the Characteristics of Charismatic & Transformational Leadership*
- *Bass's Theory of Transformational & Transactional Leadership*
- *Case Study End of Chapter 14*

Chapter 15

- *Bad Leadership*
- *Managerial Incompetence*
- *Managerial Derailment*
- *The Six Root Causes of Managerial Incompetence & Derailment*
- *Case Study End of Chapter 15*

Readings for November 26 Class

Read Hughes, Ginnett & Curphy Chapter 16

Class Schedule November 26

- *Creating a Compelling Vision*
- *Managing Conflict*
- *Negotiation*
- *Diagnosing Performance Problems in Individuals, Groups, & Organizations*
- *Team Building at the Top*
- *Punishment*
- *Case Study End of Chapter 16*

Harvard Business Review Articles

- Leading Change: Why Transformation Efforts Fail
- Change Through Persuasion
- The Real Reason People Won't Change
- Cracking the Code of Change
- Why Change Programs Don't Produce Change

Booz Company Article: Electronic Article on Blackboard

- The Global Innovation 1000: Why Culture Is Key by Barry Jaruzelski, John Loehr, & Richard Holman Winter 2011
- Change Without Pain by Eric Abrahamson—July/August 2000

Readings for December 3 Class

Virtual Session to Finalize Team-Base Paper as well as Oral Presentations

Readings for December 10 Class

**Team-Based Papers Due
Team Oral Presentations**