# Course Description:

This course is designed to explore the complex challenges of leadership through the examination of individual leaders and workforce situations. It is designed to view leadership as a process focusing on the leader, the followers, and the situation. A variety of leadership topics are covered including power and influence, values, motivation, group dynamics, leadership in context, characteristics of a situation, and change initiatives. “Often the only difference between chaos and a smoothly functioning operation is leadership” (Hughes, R. L., et al, p. v).

Leadership in the Workplace, LDR 3331 is one of the six courses leading to a Bachelor of Science in Applied Science with a concentration in Leadership Studies or one course toward a minor in Leadership Studies.

## Course Objectives:

At the conclusion of the course, the student should be able to:

- Define leadership and distinguish between leadership and management, leadership and followership and masculine and feminine leadership.
- Analyze complex interactions between leaders, followers, and organizational situations.
- Identify effective leadership traits and describe your own leadership strengths and weaknesses.
- Identify follower motivation, satisfaction, and performance strategies.
- Distinguish the difference between groups and teams and effective strategies to lead both.
- Identify how different task, organizational, and environmental factors affect both leaders’ and follower’s behaviors.
- Identify the steps to drive organizational change.
- Write on selected topics impacting leadership today.

## Methods of Instruction:

Several instructional methods will be used in the class sessions including group discussions, lecture, case studies, online discussion, problem analysis, and student presentations.

## Content Outline:

The course will cover the following leadership components based on the framework of the USF Leadership Studies program and the required textbook.

- Leadership as a process
- Focus on the leader
  - Power & influence
  - Values
  - Traits
  - Behaviors
- Focus on the followers
  - Motivation, satisfaction, & performance
- Groups & teams
- Focus on the situation
  - Characteristics
  - Leadership & change
- Leadership Theories
  - Contingency Theories
  - Five Factor Model
  - Leader-Member Exchange
  - Normative Decision Tree
  - Path Goal Theory
  - Situational Theory

Required Texts & Online Learning Center:

ISBN: 978-0078112652 Copyright year: 2012

CANVAS USE:
The class syllabus is posted in CANVAS, an online course management system. In this class CANVAS will be used for course announcements, grading, assignment information and submission, and some assessments.

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call or email Carlos Montoya at 941-359-4295 cmmontoya@sar.usf.edu.

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.
Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Grading Criteria and/or Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
<th>Score</th>
<th>Grade</th>
<th>Point Value</th>
<th>Score</th>
<th>Grade</th>
<th>Point Value</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>+100</td>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
<td>A-</td>
<td>3.67</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>89-87</td>
<td>B</td>
<td>3.00</td>
<td>86-83</td>
<td>B-</td>
<td>2.67</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>79-77</td>
<td>C</td>
<td>2.00</td>
<td>76-73</td>
<td>C-</td>
<td>1.67</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>69-67</td>
<td>D</td>
<td>1.00</td>
<td>66-63</td>
<td>D-</td>
<td>.67</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignments
Assignments are due on Tuesdays by 5:00 pm during the week listed on the course timeline unless otherwise stated for example for the Online Discussion board where the original post is due on Sunday and the follow-up posts are due on Tuesday.

Attendance & Participation (30 points = 2 points each)
In class participation is vital to learning in this course! The following actions are essential for maximum learning:
attending all classes, being on time, completing reading assignments before class, participating in discussions, class activities and group assignments.

Two Quizzes (10 points = 5 points each) Due on Week 6 and Week 12
Two quizzes will test students’ knowledge of the readings from the text to determine if students are meeting course objectives and understanding the leadership concepts. It is important for you to keep up with the reading. You may retake quizzes as many times as you like.
Group Project (30 points); Presentation due in class on 12/10
Students will be divided into small groups of 4-5 to work on a leadership change project. Groups will conduct an organizational analysis exploring the concepts of Beer’s Model, SARA Model and Charismatic Leadership taught in this course.

One Online Discussions (10 points) Week 6. Original post due on Sunday by 5 PM. Two Peer Posts due on Tuesday before Midnight. Your participation will be assessed by the quality of your original contribution in addition to responses to your classmates. Quality content integrates the topics of the readings into the discussion. Quality responses further our understanding of how the information can be used in the workplace. A good post might state, “Hughes states….. (pg. 32)" Unacceptable comments are “I agree.” or “I like what you said.” A total of four comment posts are required to earn full points.

Students will be graded on the quality (relevance and clarity) and the quantity (completion of the assignment as specified and two comments to peer postings). Student should use the following to guide the Peer Posts.

Quality Discussion Points. Thoroughly address one or two key points in your responses:
- Why would someone want to pursue this topic further?
- What might be an opposing perspective or a different perspective?
- How does this contribute to the course topics?
- How can you use this on the job?
- What didn’t the writer say that he should have said?
- Thoughtful and meaningful comments are comments that engage others to think critically about the topic.

Leadership Analysis Presentation (10 points) Week 10
Select a movie from the movie list in Canvas. Briefly summarize the leader, the follower(s) and the situation. Describe the relationship between the leaders and followers. The writing should analyze the dynamics of the leader and follower(s) in terms of attributes (Chapter 6), values (Chapter 5) and behaviors (Chapter 7). What did the leader do to inspire and motivate (Chapter 9) the followers? Describe the type of power used to influence the followers (Chapter 4). Did the leader exhibit any management traits or dark traits and how did it impact the followers?

A Goal Setting Plan & Assessment (5 points = 2.5 points each.)
Highly effective leaders set and achieve goals. You will be given a form to develop 2 goals using the SMART goals strategy. Set two goals that you can reasonably complete by December 2. Your goal setting document is due in week 3 and the assessment of how you did or did not accomplish your goals and what you learned as a result of this activity will be due on December 2, 2014.

MyPlan and Self-Development. (5 points = 1 point each)
Additional assignments will apply. Some assignments may be in the form of assessments that will enable you to develop self-awareness on personality, diversity, conflict resolution, and other topics pertinent to leadership. Students will complete assignments or assessment and summarize results in writing. It is important that summaries demonstrate relevancy to your leadership development.

Late assignments & missed exams (Minus -5 points):
Quizzes, assignments, papers and discussion boards all have deadlines noted in the syllabus and on Canvas. Every assignment is date-stamped through the Canvas system. It is the student’s responsibility to complete assignments by the deadline. Late assignments will receive 5 points off. Missed assignments will receive no credit. If you have documented extenuating circumstances, please contact the instructor immediately via trip@csr.usf.edu.
Writing Grading Scale

<table>
<thead>
<tr>
<th>A= 5pts</th>
<th>B= 4pts</th>
<th>C= 3pt</th>
<th>D=2pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed on time.</td>
<td>• Completed on time.</td>
<td>• Completed on time.</td>
<td>• Completed on time.</td>
</tr>
<tr>
<td>• Well thought out &amp; organized.</td>
<td>• Some thought &amp; organization.</td>
<td>• Little organization &amp; thought.</td>
<td>• No organization.</td>
</tr>
<tr>
<td>• Shows a relationship between chapter topics</td>
<td>• Demonstrates some</td>
<td>• Little connection between experience</td>
<td>• No connection between experience</td>
</tr>
<tr>
<td>and relates topics to experience or</td>
<td>connection between experience -</td>
<td>- observation and</td>
<td>- observation and</td>
</tr>
<tr>
<td>observation in personal life.</td>
<td>observation and chapter topics.</td>
<td>chapter topics.</td>
<td>chapter topics.</td>
</tr>
<tr>
<td>• 1.5 pages of writing</td>
<td>• 1 page of writing</td>
<td>• ¾ of a page of writing</td>
<td>• Half a page of writing.</td>
</tr>
<tr>
<td>• No spelling, grammar or punctuation errors</td>
<td>• 2-3 spelling, grammar or punctuation errors</td>
<td>• 3 -5 spelling, grammar or punctuation</td>
<td>• 5+ spelling, grammar or punctuation errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>errors.</td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER READINGS AND ASSIGNMENTS

Week 1: Introductions, Syllabus, Team Building Activity
Action Plan: Develop a plan to develop in the area of leadership. Set 2 goals to be achieved by 12/2/14. Put your goals in writing and submit them in Canvas.

Week 2: Chapter One - What do We Mean By Leadership?
Chapter Two - Leadership Development

Week 3: Chapter Three - Skills for Developing Yourself as a Leader
Journal: Read pg 101-106. What can you do now to build relationships with peers & superiors?

Week 4: Chapter Four - Power and Influence
Journal Read pg 138 What influence tactic do you most use & why and least use & why?

Week 5: Chapter Five - Leadership Ethics and Values

Week 6: Online Discussion Board Assignments & Participation (15 points)
Original Post Sunday 9/28 & Two Peer Posts due 9/30.
Choose 1 of the following topics: multicultural workplace & leaders, gender & leaders, or multigenerational workplace.

Online discussion will serve as forum for critical thinking and discussion on the topics of the course. Students will find a journal article. Briefly summarize the article and describe the lessons learned and the relevancy to the workplace. Students will read and respond to two peer articles. The Original Post will be 3 (three) pages uploaded Word document, 1.5 line spacing, 1” margins, & 12 point font size. The peer posts must be a minimum of 150 words and address the Quality Discussion Points defined under the Assignment section of this syllabus. Please double check for spelling, punctuation and grammatical errors.

To find a journal article, do not Google it. Students must log on to the USF Library system, find the online E-Journals, select "Categories", select "Business, Economy, & Management" and select the related topic. The student is to post the article, summarize the article, and assess the article based on the following.

Week 6: Quiz 1 (Ch. 3, 4, & 5)

Week 7: Chapter Seven - Leadership Behavior
Read 7.2 & 7.3 List your top 3 competencies & give examples

Week 8: Chapter Eight - Skills for Building Credibility & Influencing Others
Describe a stressful situation using the ABC model on pg. 305 & the Cause & Effect model on pg. 308. If this were to happen again what alternative solutions could improve the situation or outcome?

Part II Change Project Gap Analysis (p. 106 -112 & Rocket Model p. 448-455

Week 9: Chapter Nine - Motivation, Satisfaction and Performance
Evaluate your organization in terms of 9.2 (Maslow), 9.3 (Empowerment) & 9.5 (Herzberg).
| **Week 10:** Chapter Ten - Groups, Teams and Their Leadership |
| Read the Minicase pg. 430 and answer questions. |

| **Week 11:** Chapter 11 Skills for Developing Others & Leadership Analysis Presentation (10 points) |
| Select a movie from the movie list in Canvas. Briefly summarize the leader, the follower(s) and the situation. Describe the relationship between the leaders and followers. The writing should analyze the dynamics of the leader and follower(s) in terms of attributes (Chapter 6), values (Chapter 5) and behaviors (Chapter 7). What did the leader do to inspire and motivate (Chapter 9) the followers? Describe the type of power used to influence the followers (Chapter 4). Did the leader exhibit any management traits or dark traits and how did it impact the followers? |

| **Week 12:** No Class – Veterans Day - |
| **Quiz 2 (Ch. 10, 11, & 12)** |
| Chapter Twelve - The Situation |

| **Week 13:** Chapter 13 Contingency Theories |
| **Week 14:** Chapter Fifteen – The Dark Side of Leadership |

| **Week 15:** Chapter Sixteen - Skills for Optimizing Leadership as Situations Change |

| **Week 16:** Group Presentations 20 minutes each |
| Change Project & Presentation (30 points) 12/10/14 |
| Students will be divided into small groups of 4-5 to work on a leadership change project. Groups will conduct an organizational analysis exploring the concepts of Chapter 14Beer's Model, SARA Model and Charismatic Leadership taught in this course. Students will collectively identify an organization (business, non-profit, etc) and analyze the organization based on its leader, its followers, and its current situation. It may benefit the group if one or more members of the team have knowledge about the business. Students are to identify a need for change within the organization. Groups will provide recommendations from a leadership perspective on how to bring about positive change within this organization. The project will be completed in phases resulting in a final presentation. All students in the group will present a portion of the assignment. Organizations and need for change will need to be approved by the professor. Students may take on an actual organization and meet with the leader within the organization. Presentations will be a minimum of 20 minutes. |

Students must post a copy of their PowerPoint in Canvas by Sunday at 5PM on the week prior to their presentation. Type your script/presentation into the notes section of the PowerPoint. Students will fill out and submit forms guiding the change process and upload them into Blackboard. Each student is required to present. Each student within the group will complete a self-evaluation and peer performance evaluation. |

---

**USF Sarasota-Manatee Policies**

**PLAGIARISM SOFTWARE**

Instructors are encouraged to use the “TURNITIN” application via CANVAS whenever possible to assist students in avoiding plagiarism. If used instructors must include the following statement in the course syllabus:

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through CANVAS. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: CANVAS, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor CANVAS site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a Memo of Accommodation. Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/.

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and CANVAS course information via that address.

H. Instructor Copyright: Students may not sell notes or other course materials.

11/2: Last day to drop with a “W”; no refund & no academic penalty for Fall 2014