Management 446  
Leadership and Managerial Behavior  
Fall 2015  
Syllabus and Course Schedule

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>LECTURE</th>
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</thead>
<tbody>
<tr>
<td>Dr. Greg Hoffeditz</td>
<td>Mondays, Wednesdays, and Fridays</td>
</tr>
<tr>
<td>Office: Rehn 213A</td>
<td>9:00 – 9:50</td>
</tr>
<tr>
<td>Hours:</td>
<td>Room: Lawson 131</td>
</tr>
<tr>
<td>Mondays and Wednesdays 10:00 – 10:30 and 1:00 – 3:00</td>
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<td>Fridays: By appointment only</td>
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<tr>
<td>Office phone:</td>
<td></td>
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<tr>
<td>618-453-7895 (only M/W/F)</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:ghoffeditz@business.siu.edu">ghoffeditz@business.siu.edu</a></td>
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Course Description
This course will concentrate on leader and manager behavior at middle and upper organizational levels. Emphasis will be placed on leader and manager effectiveness and the factors that impact effectiveness.

Prerequisites
Prerequisite: MGMT 341 with a grade of C or better. Restricted to College of Business major or minor; junior standing.

Course Objectives
The objective of this course is two-fold:
1) to provide an understanding of leadership theory and practice, and
2) to provide the student with first-hand leadership experience using in class activities.

This course will concentrate on understanding and embracing leadership behavior. We will review theories of leadership, but more importantly, the course will strive to find the leader in you! The first step in finding the leader in you is to better understand your strengths and weaknesses and your mental models of good leadership. A critical aspect of this course is self-awareness and self-analysis---honest, open and critical. Your writing assignments will focus on this, and I hope to see some soul-searching both in the papers and in the online discussion.

Course Expectations
Students are expected to have competencies appropriate to upper-level undergraduate courses. These include the ability to write and present material in a grammatically correct and organized manner, to read academic articles critically, to conduct research, to work effectively in groups, and to actively and thoughtfully engage in discussion. Failure or inability to meet these expectations will result in a poor grade.
REQUIRED TEXT AND MATERIAL

Text

ISBN-10: 0133546764

Other Readings/Videos
Other readings and videos will be assigned in addition to the textbook. These will be made available via D2L and/or YouTube, offered through the library system, or handed out in class. Additional readings will supplement the text by providing information about more current issues in management.

Web Sites
Web Sites: Web sites used in this course will be D2L and YouTube.

STUDENT RESPONSIBILITIES AND COURSE POLICIES

YOU are responsible for YOUR ACTIONS
Cell phones (including texting) and other distractions such as talking when inappropriate, goofing off, or sleeping, will not be tolerated and you may be asked to leave. If your behavior continues to be problematic, necessary measures will be taken, which may include loss of grade.

YOU are responsible for CLASS PARTICIPATION/PREPARATION
YOU are expected to be prepared for each class and to actively participate. Prior preparation will help you to grasp the materials quickly. You are expected read all relevant materials prior to class and come to class prepared.

YOU are responsible for ATTENDANCE
YOU are expected to attend all sessions. Your participation in class discussions and group decisions are an integral part of learning for this course. Successful work depends largely upon regular class attendance and small group participation. Daily attendance will be documented. (See Absences)

YOU are responsible for ASSIGNMENTS
All assignments must be submitted on the designated due date and time. Late assignments WILL NOT be accepted without PRIOR approval and only for extenuating circumstances.

YOU are responsible for ACADEMIC HONESTY
Student who have committed or have attempted to commit acts of academic dishonesty will be subject to the disciplinary sanctions and conditions as outlined in the SIUC Student Conduct Code. YOU are responsible for the authorship of papers and oral presentations. Papers that show signs of plagiarism and/or improper documentation of sources put YOU in jeopardy of receiving a failing grade.
YOU are responsible for TRACKING YOUR PROGRESS
It is up to YOU to keep current on your grades using D2L. If you find a grade discrepancy, do not wait until final grades are submitted to say anything. Failure to notify me of a discrepancy PRIOR to final grades being submitted will result in the grade received.

ABSENCES
Absences will be evaluated on an individual basis. To receive an excused absence, you must present appropriate documentation to support the required absence. If an absence is expected, notify me the day before the absence, via an e-mail message (for documentation purposes) using the proper email address. If you are aware of a planned absence ahead of time, let me know, but also provide a courtesy reminder via email (for documentation) the day before the class.

Unexcused absences = LOSS OF TWO PARTICIPATION POINTS EACH

MORE THAN 6 Unexcused Absences = Automatic loss of one letter grade at the end of the semester. An unexcused absence means you are placing your assigned group’s grade in jeopardy through your non-participation.

Sleeping, Texting, Game Playing, or Leaving Early
If you are observed sleeping (i.e. during videos), texting or game playing in class, it will be counted as an unexcused absence, even if you sign the roster...because your mind is absent. If you are observed leaving class before being dismissed without prior approval, you will be given an unexcused absence, even if you have signed the attendance roster.

COURSE LAYOUT/FORMAT
Mondays will generally consist of a lecture covering a book chapter and/or other pertinent materials. On Wednesdays we will typically cover the rest of the chapter, if necessary, and participate in some form of class leadership activity and/or view and discuss a video clip. Friday’s will typically consist of online discussions (scheduled during class time), online case analysis (scheduled during class time), or other in-class/out-of-class assignment. For Fridays with online assignments scheduled, you will not need to report to the classroom; however, these assignments must be completed during the scheduled class time and require written responses. It is vital that you consistently monitor the course schedule attached to this syllabus and emails or class announcements regarding changes to the planned schedule.

PAPER REQUIREMENTS
All papers are expected to be well written, clear, concise, free from grammatical errors, thorough, and well documented. Papers are to be submitted by the assigned due date. They will be MS Word documents, DOUBLE-SPACED, with one-inch margins, using font size 12 and Times New Roman. Failure to follow these guidelines for each paper will result in a 10% point deduction.
ASSIGNMENTS AND EVALUATION METHODS

Assignment Overview:

1. D2L Discussion Questions (x5)
2. Written Case Analysis (x4)
3. Individual Papers (x2)
4. Final Video Case Study Worksheet
5. Small Group Leader Research Project Presentation
6. Group Self/Peer Participation Appraisal
7. Class Participation and Attendance

1. D2L Discussion Questions (50 points total/10 points each – see below)
There will be five (5) discussion questions posted on D2L worth up to 10 points each. Five (5) points will be awarded for a thought-provoking and reasonable personal response to the question (and answering all parts), and the other five (5) points will be awarded for a significant contribution to at least one other student’s response.

NOTE - When responding to the multipart question, identify each part of the question prior to responding to each part. Do not write a one paragraph response answering all parts together. It makes it difficult to determine which part is being responded to.

Grading: Discussion questions will be graded primarily for: 1) the thoroughness and depth of the response for each part of the question (80%); 2) proper grammar, spelling, punctuation and sentence structures (20%); and your response to at least one other student’s response will be graded for: 1) your significant contribution supporting or rejecting that student’s response (80%) and 2) proper grammar, spelling, punctuation and sentence structures (20%).

2. Written Case Analysis (100 Points total/25 points each)
In lieu of coming to the classroom on certain Fridays during the semester, you will have four (4) written case analyses to complete. Each case will come from the course textbook (see the course schedule for cases and page numbers). After reading the case, respond to the questions found at the end of each case.

- Read the assigned case
- Respond to the questions found at the end of the case
- Include the question with your response
- Follow the PAPER REQUIREMENTS found on page 3 of this syllabus when responding
- Include your NAME on your paper
- Save your responses as a Word Doc (ONLY)
- Submit your response as a file attachment to the D2L drop box during the designated time frame on the day it is due
- Failure to submit your paper during the designated time will result in a loss of grade for the assignment AND count as an unexcused absence
3. Individual Papers (100 points total/50 points each)

a. *Who’s the Boss?* Paper – At this point in your life, you have likely had several different bosses, both formal and informal – parents, teachers, managers, significant others, etc. – e.g. people who had some kind of influence and power over you. For this 5-page (maximum 8 pages) paper:
   - 1) Write about the worst “boss” you ever had, describing what made that person the worst and how it impacted you.
   - 2) Write about the best “boss” you ever had, describing what made that person the best and how it impacted you.
   - 3) Identify at least three (3) TRAITS or CHARACTERISTICS (from the readings) as well as the primary LEADERSHIP STYLE (BEHAVIOR), for both bosses.
   - 4) Finally, discuss two (2) significant lessons about leadership that you’ve learned from your experiences with these bosses?

b. *Self-Reflection and Self-Improvement Plan* Paper - Prepare a 5-page (maximum 8 pages) paper focusing on your individual leadership development.
   - 1) Discuss your thoughts on and experiences with leaders and leadership prior to this course (You may reflect on some of the things you wrote about in the *Who’s the Boss?* Paper – but, **DO NOT** copy).
   - 2) Discuss your significant take-away (learning) from this course related to leaders and leadership. What did you learn about leadership that you didn’t know or never really thought about?
   - 3) Discuss how you will become a better leader in the future. What leadership training will you try to attend? What leadership experiences will you try to acquire? Who would be your mentor?

**Grading:** Individual papers will be graded three ways: 1) the thoroughness and depth of the response (80%); 2) use of the proper format (see instructions for paper format on page 3 [Paper Requirements] of this syllabus) (10%); and 3) use of proper grammar, spelling, punctuation, and sentence structure (10%).

4. Final Video Case Study Worksheet (100 points)
The final exam will consist of watching the *Remember the Titans* (2001) video (outside of class time) via YouTube or DVD, and responding to a worksheet of leadership-related questions from the video. The worksheet will be posted on D2L (SIU Online) on Monday of the last week of the course. (See Course Schedule)

- Download the worksheet prior to watching the video to take notes.
- Download and save a blank worksheet to your computer, open the file and type your answers directly after each question on the worksheet.
• Make sure your answers are double spaced and that you use proper grammar, sentence structure and punctuation, and Times New Roman 12 font (same font as the worksheet).

• Save the file with your answers and submit the file as an attachment in the appropriate assignment section of the D2L Drop Box no later than the designated Final time identified.

• The Final can be submitted on Monday of the finals week, but no later than the end of the scheduled final time for this course.

https://www.youtube.com/watch?v=tGZBblF3H0Y

**Grading:** Video worksheets will be graded for inclusion of all required items, as well as the thoroughness and thought-provoking analysis of the questions presented and the quality of your writing (grammar, punctuation, spelling, sentence structure, etc.).

5. **Small Group Leader Research Project Presentation (50 points)**

Groups, consisting of 2 - 3 students, will select a current business (profit or nonprofit), military, government, or educational leader, and analyze his/her leadership traits/characteristics, leadership style/behavior and abilities. Develop a 10-15 minute (no less than 10 and no more than 15) presentation (NO PAPER IS DUE) to the class using the following:

1. Provide an overview of the person, his/her most significant achievements as a leader, and his/her innovation and ability to lead change
2. Discuss the individual’s leadership traits/characteristics and skills
3. Discuss the individual’s leadership style/behavior
4. Discuss how the person uses contingency theories of leadership
5. Would you follow this leader? Why or why not?

**Pre-approval** of the person must be granted.

In the **overview** of the person, describe the circumstances which may have had an influence on this individual to make them who they are, and highlight both the positive and negative aspects in their leadership styles. Be certain to identify the person’s field of expertise and explain how they have displayed leadership in this field.

**Sources** can include personal interviews, journal and newspaper articles, business websites and biographies-autobiographies. Wikipedia is NOT proper sources. **At least three (3) sources** must be used. All sources must be documented at the end of the presentation.

**Presentations** will include, at minimum, Power Points; however, additional multimedia visual aids (photos, videos, etc.) that enhance the presentation can be used. Each group will submit an electronic copy of their visual aid no later than the day before their presentation. The **dress** for this presentation is **business casual** (no jeans, t-shirts, hats, etc.). After you have given your presentation, you are expected to attend the remainder of the presentations. Failure to attend shows disrespect to your classmates and will result in unexcused absence point reduction.

**Grading:** The presentations will be graded on thoroughness, clarity, communication skills, and the professionalism of presenters, presentations, and materials. See the presentation checklist.
6. **Group Self/Peer Participation Appraisal (50 points)**
You will rate your personal participation in your assigned group, as well as reflect on the participation of your group member using the **SELF/PEER PARTICIPATION AND APPRAISAL** form. **Note:** The Self/Peer Participation Appraisal form requires thoughtful and detailed analysis of performance and participation of each individual group member (including self). Failure to provide such will result in your grade being reduced in this area for lack of acceptable feedback. Self/peer evaluations will be supplemented by instructor observation and assessment. Download the appraisal form and submit as an attachment it to D2L.

7. **Class Participation and Attendance (50 points)**
Participation will be graded two ways. **First** is through participation in the class, and second, attendance as documented on group attendance sheets. Remember, **unexcused absences will result in a loss of two (2) participation points per absence.** (See Absences)

### Assessments

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
<th>Total %</th>
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<tbody>
<tr>
<td>D2L Discussion Questions (x5 – 10 points each)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Written Case Analysis (x4 – 25 points each)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Papers (x2 – 50 points each)</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Final Video Case Study Worksheet</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Small Group – Leader Research Presentation</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Group Self/Peer Participation Appraisal</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation and Attendance (25 pts ea)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL Available Points</strong></td>
<td>500</td>
<td>100%</td>
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### Grading Scale

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<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>450 – 500</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>400 – 449</td>
<td>80-89.9%</td>
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<tr>
<td>C</td>
<td>350 – 399</td>
<td>70-79.9%</td>
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<tr>
<td>D</td>
<td>300 – 349</td>
<td>60-69.9%</td>
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<tr>
<td>F</td>
<td>Below 300</td>
<td>0-59.9%</td>
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**Syllabus Attachment – University Policies and Procedures**
Please review the following site for University information:

http://pvcaa.siu.edu/forms/index.html

**Subject to Change Clause**
This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. Students will be informed of changes either verbally or in writing.
# Course Schedule

– Check the course schedule online frequently for updates

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td>Course Introduction Syllabus Overview Book introduction</td>
<td>Self-Introductions and Ice Breakers Activity – Group Juggle</td>
<td>Assignment: Complete <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">www.humanmetrics.com/cgi-win/jtypes2.asp</a> Bring 4-letter type to class Monday</td>
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<tr>
<td>Aug</td>
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<tr>
<td>31</td>
<td>Self-Awareness and Awareness of Others</td>
<td>Self-Awareness and Awareness of Others Group Assignments</td>
<td>D2L Discussion 1</td>
</tr>
<tr>
<td>Aug</td>
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<tr>
<td>7 Sep</td>
<td>No Class Labor Day</td>
<td>What is Leadership?</td>
<td><a href="https://www.youtube.com/watch?v=ocSw1m30UBI">YouTube Assignment 1</a> (2:43)</td>
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<tr>
<td>14 Sep</td>
<td>Managers vs. Leaders TEDxToronto – Drew Dudley “Leading with Lollipops” - <a href="https://www.youtube.com/watch?v=hVCBrkrFrBE">https://www.youtube.com/watch?v=hVCBrkrFrBE</a> (6:20)</td>
<td><a href="http://www.youtube.com/watch?v=HlQ8mMO_wl0">Leadership vs. Management</a> (1:24)</td>
<td>D2L Discussion 2</td>
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<tr>
<td>28 Sep</td>
<td>Leader Characteristics and Trait Theory</td>
<td>Leader Characteristics and Trait Theory cont.</td>
<td>D2L Discussion 3</td>
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<tr>
<td></td>
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<td>14 Leadership Traits</td>
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<td></td>
<td></td>
<td><a href="">http://www.youtube.com/watch?v=TtHs6ibwd-M</a></td>
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<td></td>
<td></td>
<td>Activity - TBD</td>
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<tr>
<td>5 Oct</td>
<td>Leadership Behavior Theories</td>
<td>Leadership Behavior cont. Chamberlain’s Speech to Mutineers on Road to Gettysburg <a href="http://www.youtube.com/watch?v=2d2_zeJTJcw">http://www.youtube.com/watch?v=2d2_zeJTJcw</a> (6:07)</td>
<td>Case 2 - The Caring Dictator (Chap 3/pg 102)</td>
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<td>Activity - TBD</td>
<td>Due – Who’s the Boss paper</td>
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<tr>
<td>12 Oct</td>
<td>No Class (Oct 12) Fall Break</td>
<td>Contingency and Modern Theories</td>
<td>D2L Discussion 4</td>
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<tr>
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<td>Activity - TBD</td>
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<tr>
<td>26 Oct</td>
<td>Leadership Power cont. The Replacements (Quicksand) <a href="">https://www.youtube.com/watch?v=i3O-kYwM8qY</a></td>
<td>Empowerment</td>
<td>Case 3 – The last CEO of Lehman Brothers (Chap 5/pg 174)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
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| 2 Nov     | Contemporary Theories     | Transformational Leadership example  
http://www.youtube.com/watch?v=TrZHqZwXr-U (6:02)  
Activities – Traffic Jam |
| 9 Nov     | Leading Change            | Leading Change cont.  
Who Moved My Cheese  
http://www.youtube.com/watch?v=91YxXk3fmw8 (10:58) |
| 16 Nov    | Leading Teams             | Veterans Day  
Leading Teams cont.  
Developing Leaders  
Business Motivational Speaker - Waldo Waldman  
http://www.youtube.com/watch?v=cb7rXGE9JJM (2:54)  
Activity – Team Building |
| 23 Nov    | Followers                 | No Class (Nov 25)  
Thanksgiving/Fall Break |
| 30 Nov    | Developing Leaders        | Group Project Preparation  
Due - Self-reflection and Self-improvement Plan paper |

Week | Monday | Wednesday | Friday |
-----|--------|-----------|--------|
2 Nov |        |           |        |
9 Nov |        |           |        |
16 Nov |        |           |        |
23 Nov |        |           |        |
30 Nov |        |           |        |
<table>
<thead>
<tr>
<th>Date</th>
<th>Group Presentations</th>
<th>Group Presentations</th>
<th>Group Presentations</th>
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</table>
| 7 Dec | **Final Video Case Study**  
Worksheets available on D2L | | Course Wrap Up |
|       | **Due: Self/Peer Appraisals** | | |
| 14 Dec| **Final Examination – Final Video Case Study Worksheet Due**  
Friday, Dec 18, 8:00 – 10:00 a.m. | | |

Worksheets must be submitted no later than the scheduled exam time.

**University Final Exam Schedule**  
[http://registrar.siu.edu/calendars/finalexam.html](http://registrar.siu.edu/calendars/finalexam.html)