

**Course name: LEADERSHIP Number: BMGT 2309**

## **COURSE MASTER SYLLABUS**

### **MANAGEMENT DEPARTMENT**

**CIP CODE AREA:** 52.0201

**COURSE LEVEL:** Intermediate (Sophomore Level)

**COURSE NUMBER:** BMGT 2309 (WECM Course)

**COURSE TITLE:** Leadership

**CREDIT HOURS:** 3; **LECTURE HOURS:** 3; **LAB HOURS:** 0

**PREREQUISITE:** 12 Hours of Management courses as prerequisite.

**METHOD OF PRESENTATION:** Three-hour lecture/discussion each week.

**COURSE DISCRPTION:** Concepts of leadership and its relationship to management. Prepares the student with leadership and communication skills needed to inspire and influence.

#### **REQUIRED TEXTBOOKS/ MATERIALS:**

Title: (1) Leadership: Research Findings, Practices, and Skills;  
(2) The Servant as Leader

Author: (1) DuBrin - Houghton Mifflin  
(2) Robert K. Green

Publisher: (1) Boston 1999  
(2) Greenleaf 1991

ISBN: (1) 395856647

**SCANS (SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS):**

Course SCANS Competencies for

Course name: **LEADERSHIP** Course number: **BMGT 2309**

Please go to <http://phred.dcccd.edu/~ttg/syllabi/scans.htm> for a complete definition and explanation of SCANS. This list summarizes the SCANS competencies addressed in this particular course.

RESOURCES	INTERPERSONAL	INFORMATION	SYSTEMS
1.1 Manages Time 1.2 Manages Money 1.3 Manages Material and Facility Resources 1.4 Manages Human Resources	2.1 Participates as a Member of a Team 2.2 Teaches Others 2.3 Serves Clients/Customers 2.4 Exercises Leadership 2.5 Negotiates to Arrive at a Decision 2.6 Works With Cultural Diversity	3.1 Acquires and Evaluates Information 3.2 Organizes and Maintains Information 3.3 Uses Computers to Process Information	4.1 Understands Teams 4.2 Monitors and Corrects Performance
TECHNOLOGY	BASIC SKILLS	THINKING SKILLS	PERSONAL QUALITIES
5.2 Applies Technology to Task	6.1 Reading 6.2 Writing 6.3 Arithmetic 6.4 Mathematics 6.5 Listening 6.6 Speaking	7.1 Creative Thinking 7.2 Decision Making 7.3 Problem Solving 7.6 Reasoning	8.1 Responsibility 8.2 Self-Esteem 8.3 Sociability 8.4 Self-Management 8.5 Integrity/Honesty

**INSTRUCTIONAL METHODOLOGY:** See specific instructor’s syllabus

**COURSE RATIONALE:**

**COMMON COURSE LEARNING OBJECTIVES:**

- A. The Nature and Importance of Leadership--the student will be able to:
  1. explain the meaning of leadership and how it differs from management
  2. describe how leadership influences organizational performance
  3. pinpoint several important leadership roles
  4. identify the major satisfactions and frustrations associated with the leadership role
  5. identify the major approaches to understanding leadership
  6. recognize how leadership skills are developed

B. Traits, Motives, and Characteristics of Leaders--the student will be able to:

1. identify general and task-related personality traits of leaders that contribute to leadership effectiveness
2. identify key motives that contribute to leadership effectiveness
3. describe cognitive factors associated with effective leadership, and summarize key points of the cognitive resource theory
4. discuss the heredity versus environment issue in relation to leadership effectiveness
5. summarize strengths and weaknesses of the trait approach to understanding leadership

C. Charismatic and Transformational Leadership--the student will be able to:

1. achieve a comprehensive understanding of the meaning and types of charismatic leadership
2. describe many of the traits and behaviors of charismatic leaders
3. explain the visionary component of charismatic leadership and display skill in creation a vision
4. explain the communication style of charismatic leaders
5. have an action plan for developing your charisma
6. explain the nature of transformational leadership and how leaders create transformations
7. describe the concerns about charismatic leadership from the scientific and moral standpoint

D. Effective Leadership Behaviors and Attitudes--the student will be able to:

1. summarize the pioneering research on leadership behaviors and attitudes conducted at the Ohio State University and the University of Michigan
2. describe at least seven task-oriented leadership behaviors and attitudes
3. describe at least seven relationship-oriented leadership attitudes and behaviors
4. describe the meaning and significance of SuperLeader
5. explain how leaders use 360-degree feedback to fine-tune their behaviors and attitudes
6. pinpoint possible limitations to understanding leadership through the leader's behaviors and attitudes

E. Leadership Styles--the student will be able to :

1. describe the leadership styles included in the leadership continuum and the Leadership Grid
2. present the case for the entrepreneurial style of leadership
3. present the case for gender differences in leadership style
4. determine how to choose the most appropriate leadership style

F. Contingency and Situational Leadership--the student will be able to:

1. describe how the situation influences the choice of leadership objectives
2. present an overview of the contingency theory of leadership effectiveness
3. explain the path-goal theory of leadership effectiveness
4. explain the situational leadership theory
5. use the normative decision model to determine the most appropriate decision-making style in a given situation
6. describe an approach to contingency management for leading an entire enterprise

G. Power, Politics, and Leadership--the student will be able to:

1. recognize the various types of power
2. identify tactics used for becoming an empowering leader
3. know how to use delegation to support empowerment
4. pinpoint factors contributing to organizational politics
5. describe both ethical and unethical political behaviors
6. explain how a leader can control dysfunctional politics

H. Influence Tactics of Leaders--the student will be able to:

1. describe the relationship between power and influence
2. identify a set of honest and ethical influence tactics
3. identify a set of less honest and ethical influence tactics
4. summarize some empirical research about the effectiveness and sequencing of influence tactics

I. Developing Teamwork--the student will be able to:

1. explain the difference between team leadership and solo leadership
2. present an overview of the advantages and disadvantages of working in groups
3. understand the leader's role in a team-based organization
4. list and describe leader and behaviors and attitudes that foster teamwork
5. explain the potential contribution of outdoor training to the development of team leadership
6. describe how the leader-member exchange model contributes to an understanding of teamwork

J. Motivation and Coaching Skills--the student will be able to:

1. identify and describe leadership skills linked to the expectancy theory of motivation
2. describe how leaders can use goal theory to enhance motivation
3. identify and describe leadership skills to behavior modification
4. explain how coaching can be a philosophy of leadership
5. be ready to practice a number of coaching skills and techniques as the opportunity presents itself
6. explain how to coach people through difficult times

K. Creative Problem Solving and Leadership--the student will be able to:

1. identify the steps in the creative process
2. identify characteristics of creative leaders
3. be prepared to overcome traditional thinking in order to become more creative
4. describe both organizational and individual approaches to enhance creative problem solving
5. explain how the leader and the organization can establish a climate that fosters creativity

L. Communication and Conflict Resolution Skills-- the student will be able to:

1. explain why good communication skills contribute to effective leadership
2. describe the basics of inspirational and emotion-provoking communication
3. describe the elements of supportive communication
4. be sensitive to the importance of overcoming cross-cultural barriers to communication
5. identify basic approaches to resolving conflict and negotiating

M. Strategic Leadership--the student will be able to:

1. describe the nature of strategic leadership
2. summarize the strategic planning model, including a SWOT analysis
3. identify a number of current business strategies
4. describe key leadership practices related to achieving high quality
5. describe key leadership practices for fostering high technology

N. International and Culturally Diverse aspects of Leadership—the student will be able to:

1. explain the potential ethical and competitive advantage from leading and managing diversity
2. describe how cross-cultural factors influence leadership practice
3. summarize characteristics and behaviors important for leading diverse groups
4. pinpoint leadership initiatives to enhance valuing diversity
5. outline a plan for developing the multicultural organization
6. outline a plan for achieving leadership diversity within the organization

O. Leadership Development, Succession, and the Future--the student will be able to:

1. explain how leaders develop through self-awareness and self-discipline
2. explain how leaders develop through education, experience, and mentoring
3. summarize the nature of leadership development programs

**COMMON COURSE LEARNING OUTCOMES:** The student will determine individual leadership styles as related to self and others; distinguish differences between leadership and management; explain the effects of leadership style on organizational environment and its result on followers' motivation; and apply principles of leadership to organizational group dynamics.

**GRADING SYSTEM:**

**COURSE POLICIES:** Departmental policies for Incompletes, Attendance, and Withdrawal are as follows:

**Incomplete Policy:** An incomplete (I) will be granted to a student in rare circumstances. Generally, to receive a grade of I, a student must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent course completion that occur after the deadline to withdraw with a grade of W.

**Attendance Policy:** All students are expected to attend classes. Non-attendance will have an impact on the student's grade.

**Withdrawal Policy:** It is the student's responsibility to withdraw from a course. Instructors are allowed to withdraw students but students must not rely on their instructor to withdraw them if they wish to withdraw.

Austin Community College policies for Academic Freedom, Scholastic Dishonesty, Student Discipline, and Students with Disabilities are as follows:

**Academic Freedom Statement:** Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

**Scholastic Dishonesty Statement:** Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework" (Student Handbook, 2002-2003, p. 32). Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from this institution.

**Student Discipline Statement:** Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook, 2002-2003, p. 32.

**Students with Disabilities Statement:** Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester” (Student Handbook, 2002-2003, p. 14).