

DRAFT SYLLABUS

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MAN 6682 – LEADERSHIP AND MOTIVATION

DISTANCE LEARNING

COURSE CATALOG SEARCH TITLE: MAN6682/Hannon-DL

Term 4-04

Upon registration in this course, please send an e-mail message and include your name, contact address, phone number(s) and brief description of your academic/work experiences to my email addresses listed below. For all emails please make the subject line MAN6682 – *YOUR TOPIC*, for example MAN6682 - Introduction. Then, complete any assignment posted to our Blackboard Class Discussion Board.

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COURSE DESCRIPTION: The course examines the foundational concepts of leadership, reviews traditional theories of leadership, and investigates critical issues in leadership and motivation as they apply in the contemporary workplace. Applications develop critical thinking skills about the concepts.

COURSE OBJECTIVES: On successful completion of MAN 6682, the student should be able to:

1. Describe the role of motivation and leadership in modern organizations and their effect on the use of an organization's human resources.
2. Define what work motivation is and describe early psychological approaches – to include instinct, drive and reinforcement theories; later content theories - to include Maslow's hierarchy of needs, Alderfer's existence-relatedness-growth ERG, Herzberg's motivator-hygiene and McClelland's learned needs; process theories – to include early cognitive, Vrooms' expectancy, Porter-Lawler's model, Adams's Equity and Locke's goal setting; and, finally, three

managerial approaches to motivation – traditional, human relations and human resources.

3. Explain what leadership is and describe early leadership frameworks –to include leader traits and behavior models developed by Ohio State and Michigan universities; contingency theories – to include Fiedler’s model; situational theories – to include House’s path-goal and Vroom, Yetton, and Jago’s normative decision theories; and emerging leadership theories – to include Graen’s leader-member exchange, House, Conger and Kanungo’s charismatic and Bass’s transformational.
4. Identify what social influence and power are and describe their relation to leadership and motivation – to include French and Raven’s bases of power; understanding power in organizations; ways groups influence individual work effectiveness and the relationship between organization culture and commitment and motivation and social control.
5. Define attitude and how it is expressed in employee behavior and describe the relationship between job attitudes and job behavior – to include the satisfaction-performance and “happy worker is a productive worker” hypotheses and influences of motivation and leadership on organizational absenteeism.
6. Define what organizational cross-cultural influence is and describe its effect on managerial leadership and motivation of individual employees – to include: Hofstede’s Western theories of motivation and leadership and motivation in Japan, Russia and China.
7. Describe the relation between leadership and, particularly, motivation and organizational reward systems – to include: being able to identify the wide range of intrinsic and extrinsic rewards; functions of reward systems and issues in their implementation and allocation; increasing the likelihood of desired employee performance; use of rewards in organizational settings; and how to design effective reward systems.
8. Define what high-involvement management is and describe the attitudinal and behavioral consequences of job enrichment efforts and applications of Herzberg’s two-factor theory, Trist and Davis’ sociotechnical systems model and Scott’s activation and McClelland’s achievement motivation theories; Hackman and Oldham’s job characteristic’s job design/redesign model; and self-management/self-leadership on employee motivation and productivity.
9. Describe the managerial challenge of actually exercising leadership in organizational settings – to include Kotex’s distinction between “management” and “leadership”; Bass “transformational” leadership and why it is preferred to traditional “transactional” leadership; possible negative effects of leadership; and organizational substitutes for leadership.

10. Describe how to implement organizational change, to include the need to implement rapidly and that different kinds of change will require different kinds of leadership; the role of “champions” in bringing about change; leaders’ roles in building “learning organizations”.
11. Describe importance of the work context to motivating and leading employees, where the development of motivation and leadership theory is – in terms of current conceptual issues and what remains to be learned; and why contemporary organizations do not make use of what is currently known about motivating and leading employees.

TEXTBOOK: DuBrin, Andrew J., (2001), Leadership Research Findings, Practice, and Skills 4/e, Houghton Mifflin, ISBN: 0-618-30596-3

Also, supplemental readings have been selected from materials found in public and the TSU Libraries, and Web sites via the Internet.

HARDWARE AND SOFTWARE REQUIREMENTS: On-demand access to a PC with an operating system compatible with Windows ’95, ’98 or XP is required. Browser software such as Netscape, Internet Explorer or AOL. Application software compatible with Microsoft Office ’95, ’97 or 2000 is required. And, both an email and an Instant Message address are recommended.

ADMINISTRATIVE AND TECHNICAL SUPPORT: For assistance in using TSU library resources contact Randy Mueller [706 660 9102 or muellerr@trojan.troyst.edu], the Southeast Region Librarian. Please contact Jerry Litz [706-685-9555 or dl@tsufb.edu] for questions regarding the use of browser or e-mail software.

DISTANCE LEARNING COURSE METHODOLOGY: MAN 6682 is taught using on-line distance learning (DL) lesson modules and can only be completed successfully by students who have on-demand access to the internet with AOL, Netscape or Internet Explorer browser capabilities. MAN 6682 uses Blackboard as the class communication tool. **Not Later than Monday, March 15th then, I'd suggest you become with the TSU Blackboard features available at <http://tsulearn.net>. Make this site a “Favorite” for future log-ins.** This pre-class task is especially important if you are unfamiliar with Blackboard. As I expect E-mail to be used for private communications with your instructor only. Actually Blackboard is quite simple in structure and easy to navigate. You'll find the course as set forth in BB Space is organized around the nine lesson modules listed below. Each lesson module is keyed around the:

LESSON MODULE

- **Week**
- **When the Lesson Begins**

- **Your Reading Assignment(s)**
- **Lesion Topics**

The reading assignments are in the required text and supplemental readings that are listed above. Application Tasks (ATs) need be completed within assigned student groups and posted no later than Sunday of the following week to Blackboard Discussion Space. An individual research paper is to be completed and submitted via Blackboard's Digital Drop Box Feature. Group discussions will be conducted using Blackboard's Discussion Space.

The ATs are to be posted NLT the Sunday following the week's lesson. It is the responsibility of each student, and each student group, to meet the lesson deadlines. Any potential or actual problems should be brought to the instructor's attention immediately, via e-mail, fax, or calling the instructor.

Students are to work together to satisfy the lesson objectives and Assignment Tasks (AT's). Initial AT group assignments will be made via Discussion Space set aside for you to self-form into groups. By Wednesday of the first week Group Discussions should result in the formation of an instructor specified number of groups. (I will post that number in Announcement Space during the first week.) Due to late registrations and drop(s)/add(s) our first class week some students may need be assigned to groups as late as week 2. All assignments must be submitted by midnight of the Sunday ending that lesson week. For example AT 2 #1 is due 2400 hours **Sunday evening, March 29th**.

EVALUATION:

Group Performance Score: All group members will receive the same grade for each group **Application Task (AT)**. Group grades will be averaged over the course to arrive at a final Group Performance score. (Note below under **Task Group Management** how a lack of constructive participation in the group assignments can affect the final Group Performance score assigned to any individual group member).

Mid-term Examination: This will be an individually proctored closed book examination. It consists of 50 multiple-choice questions (each worth 2 points/percent) covering the first 4 chapters and four lessons of the class. It need be taken with your approved proctor no later than the dates set forth in the Lesson Outline below. That proctor need then forward your responses to me. Grades will be emailed and receipt of tests will be posted on Announcement Space.

Individual Research Paper: Using multiple outside sources, each student will research a topic of their choice. Topics can be from either the primary text, Leadership Research Findings, Practice, and Skills 3/e, or the supplemental readings text, The Five Practices of Exemplary Leadership: When Leaders Are at Their Best, James M. Kouzes, Barry Z. Posner. The length need be at least 12 pages not including tables or figures. **All**

Research Papers are to be prepared in accordance with American Psychological Association Publication Manual, (5th edition) standards. (Additional instructions details about research paper requirements are contained in a document entitled **Research Paper Instructions** and posted on BB Course Information Space.) Due date is listed in the course Lesson Outline presented below.

Final Examination: Is the **final class lesson (#9)**. It will be an open book examination consisting of five essay questions (each worth 6 points/percent), from all lessons, with at least one coming from lessons #1-3. It will be due NLT midnight, **Wednesday, May 19th**.

COURSE GRADING: Individual grades will be A, B, C, D or F, computed on the basis of the assigned final Group Performance, mid-term examination, research paper and final examination scores – weighted as follows:

Group Performance Score	15%
Course participation Score	10 %
Midterm Examination	25%
Individual Research Paper	20%
Final Examination	<u>30%</u>
	100%

STUDENT RESPONSIBILITIES:

Task Group Management: Student interaction is critical for effective learning in a distance learning class. For this purpose students are assigned to small groups for the duration of the course. Each lesson requires students to discuss ATs first within their group's Blackboard Space then post their completed Group Work to the Class Discussion Space appropriate to that AT. Task Group “Chair” (leadership) responsibilities will rotate around the group, changing at the end of each lesson period. As the first order of business students are to initiate a discussion in a Form Groups Form Discussion Space that I will create. The purpose of this first discussion will be to self-form into groups and determine an order of leader succession. All AT submissions need be posted to the Class Blackboard Discussion Space with a Group cover sheet that includes **AT Group #, Lesson # and names of all contributing members**.

Student’s lack of or exceptional participation in will result in a two-and-a-half (2.5) point/ percent reduction in (lack of participation) or addition to (exceptional participation) their Groups' assigned Performance score. During the term a Group Participation Form will be completed by each student.

Standards of Conduct: All students are expected to comply with the **Standards of Student Conduct** contained in the **Student Handbook**. Copies of the **Student Handbook** should be available at the registration site. Conduct including cheating, plagiarism, and furnishing false information to the University or faculty are addressed in The Oracle. These standards apply to all students.

Americans With Disability Act (ADA): Any student who has disabilities that fall within the ADA must inform their instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course.

Information Technology Usage Policy: The University's Information Technology System includes computing, information, technology, and network resources. All users of this technology system are obligated to utilize the various resources responsibly, legally, and ethically for their intended purpose. All students should read the policy before participating in online course activities.

Student (& Faculty) Resources:

TSU Library

The Oracle

TSU Undergraduate Bulletin

TSU Graduate Bulletin

TSU Academic Calendar

Interlibrary Loan (ILL)

Citing electronic resources in APA format

Citing electronic resources in MLA format

Obtaining an account on Prism

Spectrum, the TSU academic WWW server

Publishing a PowerPoint slide presentation on the WWW

Alabama Virtual Library

Working with the World Wide Web:

Evaluating web sites - Not all of the information to be found on the World Wide Web is accurate and not all websites, no matter how attractive, are good. Practical steps in evaluating Internet resources Of the five evaluative criteria listed in Evaluating Information found on the Internet, three may be investigated by electronic means: authorship, publishing body, and currency. Here's how to find obscure but important information. Online Virus and Hoax Encyclopedia Scroll down to about mid page to read general information, types of viruses, and how they can and cannot be spread.

Readings about Distance Learning: Literally thousands of articles have been published on the WWW about teaching and learning via the WWW. This section of this faculty resource page will grow as course participants and others submit meaningful links they would like to share.

The Role of Technology in Education Today and

Tomorrow: An Interview with Kenneth Green

Part II of the Kenneth Green interview

Delivering Instruction on the World Wide Web Thomas Fox McManus from University of Texas at Austin published this paper in 1996, yet it continues to be relevant in Web teaching.

International Standards for Technology in Education Mission: to help K–12 classroom teachers and administrators share effective methods for enhancing student learning through the use of new classroom technologies.

Week	Begin Lesion By	Reading Assignment(s)	Topic
1	Monday, March 15th	Chapter 1. The Nature and Importance of Leadership	<ul style="list-style-type: none"> • The Meaning of Leadership • The Impact of Leadership on Organizational Performance • Leadership Roles • The Satisfactions and Frustrations of Being a Leader • A Framework for Understanding Leadership • Skill Development in Leadership
		Chapter 2. Traits, Motives, and Characteristics of Leaders	<ul style="list-style-type: none"> • Personality Traits of Effective Leaders • Leadership Motives • Cognitive Factors & Leadership • The Influence of Heredity and Environment on Leadership • The Strengths and Limitations of the Trait Approach
2	Sunday, March 21st	Chapter 3. Charismatic and Transformational Leadership	<ul style="list-style-type: none"> • The Meanings of Charisma • Types of Charismatic Leaders • Characteristics of Charismatic Leaders • The Vision Component of Charismatic Leadership • The Communication Style of Charismatic Leaders • The Development of Charisma • Transformational Leadership • Concerns About Charismatic Leadership
3	Sunday, April 4th	Chapters 4. Leadership Behaviors, Attitudes & Styles	<ul style="list-style-type: none"> • The Classic Dimensions of Initiating Structure & Consideration • Task-Related Attitudes and Behaviors • Relationship-Oriented

			<ul style="list-style-type: none"> Attitudes and Behaviors • 360-Degree Feedback for fine-tuning a Leadership Approach • Leadership Styles
4	Monday, April 12th To Friday, April 16th	CLOSED BOOK PROCTORED MIDTERM EXAMINATION ON THE FIRST THREE LESSONS OF THE COURSE (Chapters 1 – 4 of the Text). Must be taken between Monday April 12th to Friday, April 16th with your proctor.	
5	Sunday, April 18th	Chapter 5. Contingency and Situational Leadership	<ul style="list-style-type: none"> • Situational Influences on Effective Leadership Behavior • Fiedler's Contingency Theory of Leadership Effectiveness • The Path-Goal Theory of Leadership Effectiveness • The Hersey-Blanchard Situational Leadership Model • The Normative Decision Model • Cognitive Resource Theory: How Intelligence, Experience, and Stress Influence Leadership • Contingency Leadership in the Executive Suite • Leadership During a Crisis
6	Sunday, April 25th	Chapter 7. Power, Politics, and Leadership	<ul style="list-style-type: none"> • Sources and Types of Power • Bases of Power and Transformational and Transactional Leadership • Tactics for Becoming an Empowering Leader • Factors That Contribute to Organizational Politics • Political Tactics and Strategies • Exercising Control over Dysfunctional Politics
		Chapter 9. Developing Teamwork	<ul style="list-style-type: none"> • Team Leadership versus Solo Leadership • Advantages and

			<p>Disadvantages of Group Work and Teamwork</p> <ul style="list-style-type: none"> • The Leader's Role in the Team-Based Organization • Leader Actions That Foster Teamwork • Outdoor Training and Team Development • The Leader-Member Exchange Model and Teamwork
7	Sunday, May 2nd	Chapter 10. Motivation and Coaching Skills	<ul style="list-style-type: none"> • Expectancy Theory and Motivational Skills • Goal Theory • Behavior Modification and Motivational Skills • Using Recognition to Motivate Others • Coaching as a Leadership Philosophy • Coaching Skills and Techniques • Executive Coaching and Leadership Effectiveness
		Chapter 11. Creativity, Innovation, and Leadership	<ul style="list-style-type: none"> • Steps in the Creative Process • Characteristics of Creative Leaders • Overcoming Traditional Thinking as a Creative Strategy • Organizational Methods to Enhance Creativity • Self-Help Techniques to Enhance Creative Problem Solving • Establishing a Climate for Creative Thinking
8	*Sunday, May 9th	Chapter 12. Communication and Conflict Resolution Skills	<ul style="list-style-type: none"> • Evidence About Communication and Leadership • Inspirational and Powerful Communication • Supportive Communication • Overcoming Cross-Cultural Communication Barriers • The Leader's Role in Resolving Conflict and Negotiating
	* - RESEARCH PAPERS DUE WednesdayDAY,	Chapter 15. Leadership Development,	Development Through Self-Awareness and Self-Discipline Development Through

	<p>May 19th.</p> <p>IT IS due by Drop Box submission no later than midnight</p>	<p>Succession, and Followership.</p>	<p>Education, Experience, and Mentoring</p> <p>Leadership Development Programs</p> <p>Evaluation of the Leadership Development Efforts</p> <p>Leadership Succession</p> <p>Followership: Being an Effective Group Member</p>
9	<p>Sunday, May 16th</p>	<p><u>OPEN BOOK</u> <u>FINAL</u> <u>EXAMINATION on</u> Chapters 1-4, 5, 7, 9-12 & 15 of Your Text. The examination WILL BE posted TO our Blackboard Assignments TAB prior to Midnight, Sunday, May 16th. It is due by Drop Box submission no later than midnight Wednesday, May 19th.</p>	<p>Due to tight term end schedule, unless otherwise approved by the instructor, a ten point/percent late penalty will be deducted for any tests received after the due date.</p>