

BUSI 7140 ORGANIZATIONAL LEADERSHIP & CHANGE Fall 2014

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Course overview: Drawing on behavioral science theories and research, this course emphasizes the development of crucial management and leadership skills. The emphasis is on application of the tools and insights offered by behavioral science. The course will involve a combination of conceptual learning and hands-on behavioral practice. To accomplish the learning goals for the course, varying methods will be employed including readings, lectures, case analyses, experiential exercises, and in-class discussions.

Required readings:

- **Text:** *Developing Management Skills (8th Ed.)*, by David Whetten & Kim Cameron (Prentice Hall, 2011).
- Selected articles from *Harvard Business Review (HBR)* and other publications available in spiral-bound notebook form for purchase from the AU bookstore.
- Selected book chapters in pdf and html format from the Auburn University Library's "E-Reserves" at <http://eres.lib.auburn.edu/eres/>. When there click on "Electronic Reserves and Reserves Pages" and then search for the course. The password to access the articles is "Leadership."

Special Accommodations: Any student needing special accommodations should contact me to discuss the "Accommodations Memo" as soon as possible. If you do not have an "Accommodation Memo" but need special accommodations, contact the Office of Accessibility, 1228 Haley Center, 334-844-2096.

Academic Dishonesty: All portions of the Auburn University Honesty Code (Title XII) found in the *Tiger Cub* will apply to this class. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee per the process described in the *Tiger Cub*.

Grading Scheme:

Exams (2 @30% each)	60%
Assignments (12 @ 2% each)	24%
Reflected Best Self Feedback Exercise	16%

Grading Scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59-0

Exams (60% total): There will two exams worth 30% each. One of these will be administered during the final exam period but will not be cumulative. The exams may include all material covered in the class, including lectures, text and other assigned reading (even if not specifically discussed in class), in-class exercises, cases, and in-class discussions. The format for both exams will be a mixture of various types of questions (e.g., short answer and multiple-choice). **BE ON TIME FOR ALL EXAMS!** No one

will be admitted to an exam after anyone has finished the exam and any latecomer must turn in their exam by the time the last on-time student turns in his or her exam. A legitimate *Tiger Cub* excuse (backed up in writing) is required if you miss an exam and wish to make it up. Exam questions are primarily designed to test your understanding of, and ability to apply, course content.

ASSIGNMENTS (24%): During the course you will be asked to complete 12 assignments. Unless otherwise noted, all assignments should be typed, double-spaced, and submitted through Canvas. **Your name should appear prominently on the first page.** Each of the 12 assignments is worth 2% of your final grade. For assignments that are case analyses, your analysis should be no more than 3 pages in length and should include the following 4 sections: Problem Symptom(s), Problem Cause(s), Recommended Action(s), and Rationale. Late assignments will NOT be accepted without a legitimate *Tiger Cub* excuse (backed up in writing). In addition to uploading your assignment to Canvas PRIOR to the start of class on the assigned day, you should **bring a hard copy with you to class.**

REFLECTED BEST-SELF FEEDBACK EXERCISE (16%): Due on or before Dec. 3rd, the data collection part of the exercise is described on pp. 535-536 of the textbook. Also reread the appropriate section (pp. 548-550) from *WC* Chapter 10, “Leading Positive Change” and read the *HBR* article, “How to Play to Your Strengths.” You should request feedback from 10-20 friends, family, and colleagues no later than Oct. 1. A sample email you can send people is provided on page 535-536. The number of responses received determines the highest grade that may be earned; quality of the report will determine how much of that potential grade is actually achieved. To make it possible to earn an A, you need at least 10 responses; to make it possible to earn a B, you need at least 8. The analysis that you will need to turn in is described in *WC* on pp. 581-582. Specifically, 1) provide a chart, like that on *WC* p. 581, identifying the key themes, examples given, and your interpretation; 2) answer all six questions in step 1 on *WC* p. 581; Then, summarize your answers in a 3rd person descriptive paragraph (“he,” “she,” “they” “John,” “Mary”); 4) write a short reflection on how the results can be used to hone your personal leadership style; 5) clearly indicate how many responses you received, and 6) include as an appendix the actual responses you received. If a response is deemed too personal, you may delete it but note that it was done.

BUSI 7140: ORGANIZATIONAL LEADERSHIP AND CHANGE, Fall 2014**M Aug. 18 COURSE INTRODUCTION***(Meet in Media Production Group Studio, Samford at Donahue)***W Aug. 20 MANAGEMENT SKILLS***(Meet in Media Production Group Studio, Samford at Donahue)***Reading Assignment:**

1. Read "Introduction" (textbook, pp. 3-23)

Assignment 1:

Read the "SSS Software In-Basket Exercise" (textbook, pp. 30-41). Do NOT do the assignment as described on pp. 30 & 32. Instead, do the following. As you read the 17 items, decide what are the top five issues/problems/opportunities facing Chris Perillo. Rank the five in terms of their overall importance. Then, for each of the five issues, indicate (1) the evidence justifying its level of urgency, and (2) specifically how you think Chris should address it. (3) Finally, refer back to the skills discussed in the introductory chapter (see Figure 3, p. 19) and indicate (i.e., list) the key skills that Chris will need in order to effectively address each issue.

M Aug. 25 DEVELOPING SELF-AWARENESS I—Chapter 1

Reading Assignment: Chapter 1 "Developing Self-Awareness" (textbook, pp. 45-83). Also, complete and score (scoring keys on pp. 97-103) the following:

- a. "Self-Awareness Assessment" (pp. 46-47)
- b. "Emotional Intelligence Assessment" (pp. 47-48)
- c. "The Defining Issues Test" (pp. 48 – 51)
- d. "Cognitive Style Indicator" (p. 52)
- e. "Locus of Control Scale" (pp. 52-54),
- f. "Tolerance of Ambiguity Scale" (p. 54-55)
- g. "Core Self-Evaluation Scale" (p. 56)

Assignment 2:

Complete and score the "IPIP NEO Short Form" at:

<http://www.personal.psu.edu/~j5j/IPIP/ipipneo120.htm>. You must click both boxes for "Yes, I understand..." under the warning and "Yes, I understand..." under the acknowledgement you understand before you will be allowed to continue. Then hit "send" at the bottom of the page. Enter your name or a made up name, your sex, age and country (they use these for norms) and then start taking the survey. When you finish, print your results in landscape orientation. Write up a 1-2 page summary of your scores across the 5 dimensions and reflect on what you view as your key strengths and highlight areas that surprised you. Only turn in this summary.

W Aug. 27 DEVELOPING SELF-AWARENESS II—Chapter 1**Assignment 3:**

1. LEADERSHIP PRE-TEST: At Auburn, we collect a pre- and post-MBA assessment of leadership skills to help us evaluate our program. While the assessment is on-line, you have to print off the results or do a screen save (you cannot save the results; be sure you are connected to a printer before starting!). The assessment will take about 15 minutes to complete.
 - a. Log on to <http://www.wiley.com/college/quinn/047136178X/survey/course.htm>
 - b. When there, choose the bottom choice, "The Competing Values Skills Assessment" (DO NOT choose the "The Competing Values Management Practices Survey")
 - c. Whatever you choose to type at the prompt "Enter your name:" will be printed on your results. If you prefer not to enter your name, that is fine, but you have to enter something.

- d. After taking the survey and scoring it, you must print the page of results which looks like a circular diagram or spider web (just print the screen or copy the screen and save it to a file BEFORE you cancel out of the screen!). If the scores are not legible on your printout, handwrite them in.
 - e. Put your name on the results and bring them to class to turn in.
2. Complete any three of the Harvard Implicit Association Tests (IAT) at: <https://implicit.harvard.edu/implicit/demo/takeatest.html> . From the main website choose “Project Implicit Social Attitudes.” Note that you do not need to login or register. Then select “take a test” near the top of the screen and “I wish to proceed” after reading through the “preliminary information.” Select three of the tests to complete. Write up a 1-2 page reflection on the experience.

M Sept. 1 LABOR DAY HOLIDAY (NO CLASS)

W Sept. 3 VALUES & ETHICS I---Chapter 1 (Stan Harris)

Class Activity: Vanatin Case

M Sept. 8 VALUES & ETHICS II—Chapter 1 (Stan Harris)

Reading Assignment: *HBR* article, “How (un)Ethical are You?”

Assignment 4: Analyze *HBR* case, “World Class Bull”

W Sept. 10: MANAGING PERSONAL STRESS—Chapter 2

Reading Assignment: Chapter 2, “Managing Personal Stress” (textbook, pp. 105-146)

Assignment 5:

1. Read and answer the 4 discussion questions for “The Case of the Missing Time” (textbook, pp. 150-154)
2. Complete Steps 1, 2, and 3 of the “Life Balance Analysis” in WC (pp. 156-158). In addition to your answers for steps 2 and 3, for step 1 include a copy of the chart like that in Figure 2.8 (p. 157) or just provide a written summary of the percentages you’ve highlighted in each slice (e.g., “physical activities = 25%”).

M Sept. 15 COMMUNICATING SUPPORTIVELY I—Chapter 4

Reading Assignment: Chapter 4, “Building Relationships by Communicating Supportively” (pp. 233-265)

W Sept. 17 COMMUNICATING SUPPORTIVELY II—Chapter 4

M Sept. 22 EMPOWERING AND DELEGATING —Chapter 8

Reading Assignment: Chapter 8, “Empowering and Delegating” (textbook, pp.439-473)

Assignment 6: Complete the “Executive Development Associates” exercise on page 476-480; DO NOT follow the instructions on page 476-477; Instead, rank-order the items in terms of their urgency. Indicate your rationale for the given level of urgency (i.e., rank order). Indicate which items should be delegated and which one(s) require your personal attention. Which ones would be best handled by a team?

W Sept. 24 MANAGING CONFLICT I—Chapter 7

Reading Assignment: Chapter 7 “Managing Conflict” (textbook, pp. 373-404) and complete all “Skill Assessments” (pp. 374-375)

M Sept. 29 MANAGING CONFLICT II---Chapter 7

In-Class Activity: Analyze Asymmetry Components, Inc.

Assignment 7 Analyze *HBR* case, “When Key Employees Clash”

W Oct. 1 SPECIAL GUEST SPEAKER---(Joe Hanna)

M Oct. 6 BUILDING EFFECTIVE TEAMS AND TEAMWORK I —Chapter 9

Reading Assignment:

1. Chapter 9 “Building Effective Teams and Teamwork” (textbook, pp. 489-518).
2. Complete and score the “Team Development Behaviors” and “Diagnosing the Need for Team Building” assessments on pages 490-492.

W Oct. 8 BUILDING EFFECTIVE TEAMS AND TEAMWORK II – Chapter 9

Assignment 8:

Case: The Tallahassee Democrat’s ELITE team (pp. 519-521). Answer all four discussion questions to turn in. Be prepared to discuss answers in class

M Oct. 13 EXAM 1

W Oct. 15 GAINING POWER AND INFLUENCE I—Chapter 5

Reading Assignment: Chapter 5 “Gaining Power and Influence” (textbook, pp. 279-309) and complete the “Gaining Power and Influence” and “Using Influence Strategies” assessment instruments on pages 280-282.

M Oct. 20 GAINING POWER AND INFLUENCE II—Chapter 5

Reading Assignment: *HBR* article “Power is the Great Motivator,”

Assignment 9: Prepare a single-page, double-spaced, report of how you would advise each of the individuals in “Exercise for Gaining Power” on pages 311-312 (bullet-format is OK)

W Oct. 22 MOTIVATING OTHERS I—Chapter 6

Reading Assignment: Read Chapter 6 “Motivating Others” (textbook, pp. 323-353) and complete the “Diagnosing Poor Performance and Enhancing Motivation” and “Work Performance Assessment” on pages 324-325.

M Oct. 27 MOTIVATING OTHERS II

Reading Assignment: Article “On the Folly of Rewarding ‘A’ While Hoping for ‘B’”

Assignment 10: Analyze *HBR* case “Bonuses in Bad Times.” Be prepared to discuss your responses in class

W Oct. 29 LEADING POSITIVE CHANGE I—Chapter 10

Reading Assignment: Chapter 10, “Leading Positive Change” (textbook, pp. 533-567)

M Nov. 3 LEADING POSITIVE CHANGE II

Assignment 11: Analyze *HBR* case “The Empowerment Effort that Came Undone”

W Nov. 5 INTRODUCTION TO HUMAN RESOURCES

Reading Assignment: *HBR* article, “Maximizing Your Return on People.”

M Nov. 10 PERFORMANCE APPRAISAL I

Reading Assignment: book chapter “Performance Management” (Cascio, CH 9); in *Managing Human Resources*

W Nov. 12 PERFORMANCE APPRAISAL II

Class Activity: Develop Criteria for servers at a sit-down restaurant

M Nov. 17 HUMAN RESOURCE SELECTION I

Reading Assignment: book chapter “Individual Differences and Assessment” (Landy & Conte, CH 3); in *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*

W Nov. 19 HUMAN RESOURCE SELECTION II

M & W Nov. 24 & 26 THANKSGIVING HOLIDAY (NO CLASS)

M Dec. 1 LEGAL ISSUES IN HUMAN RESOURCE MANAGEMENT I

Reading Assignment: book chapter, “The Legal Environment: Equal Employment Opportunity and Safety” (Noe, Hollenbeck, Gerhart, & Wright, CH 3); in *Human Resource Management*

Assignment 12: Prepare a 3-5 page double-spaced paper describing your reactions to one or more equal employment opportunity laws. Did any of the laws that you may not have been aware of or familiar with surprise you? How? Why? Do you believe the law(s) is/are effective in assuring equal employment opportunity based on your experience? Do you believe the law(s) is/are needed? Why or why not?

W Dec. 3 LEGAL ISSUES IN HUMAN RESOURCE MANAGEMENT II

“Reflected Best Self” Exercise due.

Tuesday Dec. 9, 8-10:30 am: EXAM 2