



School of Business and Economics
Department of Management
1200 Murchison Road
Fayetteville, NC
28301-4298

MISSION OF THE SCHOOL OF BUSINESS & ECONOMICS

Fayetteville State University has a long tradition of providing educational access to a diverse student population, who are seeking a relevant learning experience in the liberal arts and professions. The School of Business and Economics builds upon the University's strong teaching orientation supplementing it with pedagogical and applied research. The School graduates students who possess a sound understanding of business concepts and applications and who seek careers in management, government, and the professional disciplines. The School also serves the community as a catalyst for spurring economic development and assisting in economic education.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules governing the use of FSU email: <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

FSU Policy on Class Withdrawal: Withdraw from class means you are withdrawing from 1 or 2 classes that you will not be attending and you have other classes on your schedule that you will attend. Effective Fall 2009, students will be allowed only 5 withdrawals from class for the remainder of your college career. The 6th W will be calculated as "F".

I have copied the above from <http://www.uncfsu.edu/registrar/withdrawals.htm>

THE ART OF LEADERSHIP & COMMUNICATION

I. LOCATOR INFORMATION

Semester:	Fall 2009
Course Number:	MGMT 605 The Art of Leadership & Communication
Number of Credit Hours:	3
Day and Time:	ONLINE
Instructor:	Craig G. Wishart, Ph.D
E-Mail Address:	cwishart@uncfsu.edu
Office Location:	SBE 349
Office Phone:	910-672-1801

Office Hours:

II. COURSE DESCRIPTION

This course is the first step in the development of the path that students will take as they move through the MBA program. The course focuses on three core activities. First, they will work on the development of goals they hope to achieve in their MBA education. Next, students will discuss assessments designed to help them improve and enhance critical career and professional skills. Finally, students participate in experiential exercises that focus on the communication skills and behaviors required for successful leadership. Students' written and oral skills are enhanced through report preparation and presentation, and public speaking.

III. TEXTBOOK

Manning G. & Kent Curtis (2007). *The Art of Leadership*. New York, NY: The McGraw-Hill Companies Inc.
ISBN-13: 9780072995688

Rowe, W. Glenn (2007). *Cases in Leadership*. Los Angeles, CA: Sage Publications
ISBN-13: 9781412950176

Barrett, Deborah J. (2008). *Leadership Communication*, 2nd edition. New York, NY: McGraw-Hill Companies.
ISBN-13: 9780073403148

IV. SPECIFIC COURSE OBJECTIVES

The course sharpens the participants' skills in spoken and written communication for business including audience analysis, writing and editing techniques, oral presentations, document design, and computer graphics. The course links communication with an inquiry into the qualities and functions of leadership.

Upon completion of this course, the students should be able to:

1. Define their personal and professional goals and career competencies.
2. Identify qualities of effective leadership in the 21st century
3. Recognize the importance of listening as a foundation to managing and influencing others
4. Articulate the importance of communication theory in management practice
5. Organize and write a document that is persuasive for a specific audience
6. Understand and practice ways of improving their oral presentations

V. COURSE COMPETENCIES

Through exploration of students personal and professional life, this course serves to enhance their understanding of personal goals and professional skills, while focusing on the qualities of leadership, creativity, ethics, and cultural diversity at the interpersonal, group, and organizational levels of analysis.

This course is also designed to focus upon the students' written and oral communication skills through public speaking exercises and a formal presentation, as well as develop their capacity for critical thinking through case analyses.

Using Blackboard for supplemental materials, online quizzes, paper submission, and discussion, this web-enhanced course is intended to develop students' computer proficiency.

VI. EVALUATION CRITERIA

- A. Grade Distribution:
Your grade will be comprised of 7 Case Analyses for 35%, a Research report for 20%, and an oral presentation of the research for 10%, 3 Toastmasters speeches for 20%, and Discussion Board for 15% of your grade.

7 Case Analyses	35%
Research Report	20%
Oral Presentation	10%
Toastmasters	20%
Discussion Board	15%

- B. Grading Scale

A	92%-100%
B	83%-91%
C	73%-82%
F	72% or less (failure)

VII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Aug 24 th	Orientation/Course Overview What is Leadership Communication The Importance of Leadership The Leadership Equation	Syllabus Barrett: Introduction Manning: Chapter 1 Manning: Chapter 2
Week 2	Aug 31 st	Core Leadership Communication Successful Case Analysis & Discussion Leadership Qualities Characteristics of Followers Case 1	Barrett: Chapter 1 Barrett: Appendix B Manning: Chapter 3 Manning: Chapter 4 Rowe
	Sept 7th	Labor Day Holiday	
Week 3	Sept 7 th	Creating Leadership Documents Situational Factors The Importance of Vision	Barrett: Chapter 2 Manning: Chapter 5 Manning: Chapter 6
Week 4	Sept 14 th	Using Language to Achieve Leadership Purpose The Motive to Lead Organizational Climate Case 2	Barrett: Chapter 3 Manning: Chapter 7 Manning: Chapter 8 Rowe
Week 5	Sept 21 st	Developing and Delivering Leadership Presentations Leadership Ethics The Role of Values	Barrett: Chapter 4 Manning: Chapter 9 Manning: Chapter 10
Week 6	Sept 28 th	Using Graphics and Powerpoints for an Edge Ethics at Work Leadership Authority Case 3	Barrett: Chapter 5 Manning: Chapter 11 Manning: Chapter 12 Rowe

Week 7	Oct 5 th	Developing Emotional Intelligence Empowerment in the Workplace The Quality Imperative	Barrett: Chapter 6 Manning: Chapter 13 Manning: Chapter 14
Week 8	Oct 12 th	Leading Productive Meetings Effective Leadership Human Relations Case 4	Barrett: Chapter 7 Manning: Chapter 15 Manning: Chapter 16 Rowe
	Oct 15th	Midterm Break	
Week 9	Oct 19 th	Building and Leading High-Performing Teams The Team Concept Human Behavior	Barrett: Chapter 8 Manning: Chapter 17 Manning: Chapter 18
Week 10	Oct 26 th	Establishing Leadership Thru Strategic Internal Com The Art of Persuasion The Diversity Challenge Case 5	Barrett: Chapter 9 Manning: Chapter 19 Manning: Chapter 20 Rowe
	Oct 30th	LAST DAY TO WITHDRAW FROM CLASSES LAST DAY TO CLEAR "I" GRADES	
Week 11	Nov 2 nd	Leading Through Effective External Relations Effective Delegation How to Assign Work	Barrett: Chapter 10 Manning: Chapter 21 Manning: Chapter 22
Week 12	Nov 9 th	The Role of Personality The Leader as Teacher Case 6	Manning: Chapter 23 Manning: Chapter 24 Rowe
Week 13	Nov 16 th	Helping People Through Change Burnout Prevention	Manning: Chapter 25 Manning: Chapter 26
Week 14	Nov 23 th	Managing Performance Professional Performance Case 7	Manning: Chapter 27 Manning: Chapter 28 Rowe
	Nov 26th	LAST DAY TO WITHDRAW FROM UNIVERSITY	
	Nov 26-29th	Thanksgiving Holiday	
Week 15	Nov 30 th	Oral Presentations of Research Papers	
Week 16	Dec 7 th	Oral Presentations of Research Papers	
	Dec 15th	FINAL GRADES DUE	

VIII. COURSE REQUIREMENTS

Case Analyses:

Every other week a relevant case in Leadership will be presented and students are responsible for analyzing the case with respect to the concepts covered that week. These analyses will be evaluated according to a six point rubric noted below.

Research Paper:

The paper may be written on one of the following three scenarios:

1. A management consultant's proposal to a company, which is selling an approach to address a specific problem or recommendations for implementation.
2. A writer who wants to influence other people's opinions on a world issue.
3. A writer reflecting upon a specific event or persons that symbolize qualities of exceptional leadership.

The paper should include data and facts that have been drawn from research, primarily from business journal or other publications. The paper should be at least 10 pages in length, **at least 3000 words**, double spaced, one inch margins, times roman font.

Oral Presentation:

The oral report is a presentation on the purpose, audience, assumptions and key issues of your research reports. Oral reports should include overheads or other appropriate visual support.

This Formal communication will be evaluated on its adherence to the selected topics, evidence of critical insight, demonstration of coherence of argument and logical organization and flow of that argument, acceptable grammar, spelling and choice of words. The following descriptions attempt to differentiate the grade levels:

- C** the writing or oral performance gives evidence of focus on the assigned topic, is coherent and well organized, and uses acceptable grammar.
- B** the writing or oral performance has the characteristics mentioned above and, in addition, shows above average critical insight and polish in written or oral communication.
- A** the writing or oral performance has the characteristics mentioned above and, in addition, shows superior critical insight, clarity and vividness and grace in written or oral expression.

Toastmasters:

Students are expected to gain membership to a Toastmasters group, attend weekly meetings, and make three (3) public speeches before the end of the semester. Signed forms from the Competent Toastmasters booklet indicating successful completion of these speeches will be presented as evidence of fulfilling of this course requirement. As active meeting members, students are also expected to take on at least three (3) roles in facilitating the Toastmasters meeting. These roles should be signed off in the Competent Leader booklet as evidence of fulfilling this requirement.

Discussion Board:

Students are expected to post their responses to the discussion board topics (1) offering one's own opinion and experience related to the reading, (2) pointing out common themes through all the readings, and (3) adding any other useful insights.

IX. TEACHING STRATEGIES

The pedagogical strategy centers on eliciting students experiential knowledge of communication and leadership through discussion of personal work experiences, case analysis and video review, which are intended to engage students in the concrete application and understanding of theories and concepts presented in the readings.

- **SUGGESTED READINGS**

The following articles are suggested as complementary readings for each part of the text.

- **LEADERSHIP VARIABLES**

- Jim Collins, "Level 5 Leadership," *Harvard Business Review* 79, no. 1 (January 2001):12-13.
- George E. Manners, Jr. and Thomas W. Zimmerer, "Following the Leader: How to Link Management Style to Subordinate Personalities," *Management Review* (October 1982).

- **THE POWER OF VISION**

- Joe Flower, "A Conversation with James C. Collins," *Health Care Forum Journal* (September-October 1995): 62-68 from James C. Collins and Jerry Porras, *Built to Last Successful Habits of Visionary Companies* (New York: Harper Business, 1994).
- Oren Harari, "The Thomas Lawson Syndrome," *Management Review* 86, no. 5 (May 1997): 25-28.

- **THE IMPORTANCE OF ETHICS**

- Phillip Meyer, "If Hitler Asked You to Electrocute a Stranger, Would You?" *Esquire* (February 1970): 73 -128+.
- Bowen H. McCoy, "The Parable of the Sadhu," *Harvard Business Review* 75, no. 3 (May-June 1997): 54-61.
- Clifford T. Morgan, Richard A. King, John R. Weisz, and John Shopler, "How Could the Jonestown Holocaust Have Occurred?" *Introduction to Psychology*, 7th ed. (New York: McGraw-Hill, 1986).
- T. Watson, Jr., "A Business and Its Beliefs: The Ideas That Helped Build IBM," New York: McGraw-Hill, 1963.

- **THE EMPOWERMENT OF PEOPLE**

- Douglas McGregor, "The Human Side of Enterprise," *Management Review* 46, no. 11 (November 1957): 22-28; 88-92.
- J. Finegan, "Four Star Management," Boston: INC. Publishing Company, 1987.
- Thomas J. Watson, Jr., *A Business and Its Beliefs: The Ideas that Helped Build IBM* (excerpts): (New York: McGraw-Hill Book Company, 1963).
- Gawande, "The Bell Curve," *New Yorker*, December 6, 2006.

- **LEADERSHIP PRINCIPLES**

- Jay Finegan, "Four Star Management," *Inc.* 9, no. 1 (January 1987): 42-51.
- Bertrand Russell, "Work" from *The Conquest of Happiness* (New York: Liveright Publishing, 1996).

- **UNDERSTANDING PEOPLE**

- Shari Caudron, "The Top 25 Ways to Motivate Employees," *Industry Week* (April 3, 1995).
- George Leonard, "Abraham Maslow and the New Self," 100 *Esquire* (December, 1983): 326-332.
- D. Goleman, "What Makes a Leader?" *Harvard Business Review*
- Osgood, "Speaking Easy: Seven Steps to panic-free public speaking. Condensed from "Osgood on Speaking".

- **MULTIPLYING EFFECTIVENESS**

- Edward M. Hallowell, "The Human Moment at Work," 77, *Harvard Business Review* 77, no. 1 (January-February, 1999): 58-65.
- Laurence J. Peter and Raymond Hull, *The Peter Principle*, Chapters 1 and 2 (New York: William Morrow, 1969).

- R. and Laurie Heifetz, "The Work of Leadership," *Harvard Business Review* (January-February 1997).
- **DEVELOPING OTHERS**
 - J. Sterling Livingston, "Pygmalion in Management," *Harvard Business Review* 66, no. 5 (September-October, 1988): 121-130.
 - Lowell Monke, "The Web and the Plow," *Netfuture Newsletter* (Des Moines IA: Des Moines Iowa Public Schools, 2000).
 - Ross A. Webber, "Career Problems of Young Managers," *California Management Review* 18, no. 4 (1976): 19-33.
 - J.S. Livingston, "Pygmalion in Management," *Harvard Business Review* (July-August 1969).
 - J. Marx, "He Turns Boys into Men," Parade Archive Online 2004.
- **PERFORMANCE MANAGEMENT**
 - Hedley Donovan, "Managing Your Intellectuals," *Fortune* 120, no. 10 (October 23, 1989): 177-179.
 - Ronald Heifetz and Donald L. Laurie, "The Work of Leadership," *Harvard Business Review*(January-February, 1997).
 - Morgan W. McCall, Jr., and Michael M. Lombardo, "What Makes a Top Executive?" *Psychology Today* 17 (1983): 26-31.
 - Donovan, "Managing Your Intellectuals," *Fortune*, October 23, 1969, 177-180.
 - L. Monke, "The Web and the Plow," *Teacher Magazine on the Web* 1997.
 - L. Bible, S. Kerr, and M. Zanini, "The Balanced Scorecard: Here and Back," *Management Accounting Quarterly*, 7, 4, 18-33.

X. BIBLIOGRAPHY

- Argyris, Chris. 1994. "Good communication that blocks learning," *Harvard Business Review*, 72 (4): 77-85.
- Beck, Charles E. 1995. "Every writer needs an editor: A new paradigm for business, industry and education," *Technical Communication* 42(2): 335-339.
- Bennett, Rex et al. 1990. "Managerial ratings of written compositions: Impact of information technology on the persuasiveness of communications," *Information Management*, 19(1):1-6.
- Block, Peter. 1996. Stewardship: Choosing service over self-interest. San Francisco, CA:Berret-Koehler.**
- Brown, Alan. 1997. Power pitches: How to produce winning presentations using charts, slides, video & multimedia. McGraw-Hill.
- Denton, Keith. 1993. "Open Communications," *Business Horizons* 36(5): 64-69.
- Drucker, Peter. 1999. Management challenges for the 21st century. New York, NY: Harper Collins.**
- Eddy, Robert, Ed. 1996. Reflections on multiculturalism. Yarmouth: Intercultural Press.
- Eddy, Robert. 2002. Writing across cultures: A cross-cultural rhetoric. San Francisco, CA: McGraw-Hill.
- Ingrassia, Paula. 1994. "Effective delivery via electronic mail," *Best's Review*, 95(3): 84-86
- Kelly, Robert. 1992. The power of followership. New York, NY: Currency & Doubleday.**
- Kroeger, Lin. 1997. The complete idiot's guide to successful business presentations. Alpha Books.
- Maccoby, Michael. 1981. The Leader. New York, NY: Simon & Schuster.**
- Northouse, Peter G. 2007. Leadership Theory and Practice. Thousand Oaks, CA: Sage Publications.**
- Rost, Joseph C. 1993. Leadership for the 21st century. Westport, CT: Praeger**
- Rubin, Donald. 1984. "Social cognition and written communication," *Written Communication* 1(2): 211-245.
- Schein, Edgar H. 1991. Organizational culture and leadership. San Francisco, CA: Jossey-Bass**

- Thrill, John V. and Bovee, Courtland L. 2002. Excellence in business communications. Upper Saddle River, NJ: Prentice-Hall.
- Weigner, Kathleen. "The Trouble with e-mail," Working Woman, 17(4): 46.
- Wheatley, Margaret J. 1999. Leadership and the New Science: Discovering Order in a New World. San Francisco, CA:Barrett Koehler.



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CASE ANALYSIS EVALUATION CRITERIA RUBRIC

Understanding and Use of Relevant Concepts to Explain Case Data (10 points)

- _____ Selects 8 or more of relevant course concepts from readings and discussions and accurately uses these concepts to analyze the case (9-10pts)
Selects relevant concepts that are adequately used to support their arguments (6-8pts)
Minimal use of concepts in the analysis (0-5pts)

Use of Theory and Course Concepts (10 points)

- _____ Accurately uses factual information to explain, support and develop central concepts of analysis, demonstrating thorough understanding of the concepts (9-10 pts)
Adequately demonstrates understanding of the concepts, making few inferential leaps (6-8pts)
Numerous concepts are used incorrectly (0-5pts)

Quality and Perceptiveness of Descriptive Material (10 points)

- _____ Clear focus and purpose through selection and description of relevant and critical information, balancing subjective and objective evidence in support of their reasoning (9-10pts)
Adequate focus, identifying some critical information in support of their statements (6-8pts)
Unfocused discussion with unsupported opinions making purpose of writing unclear (0-5pts)

Development of Ideas (10 points)

- _____ Ideas speak to the assignment, are coherent, well thought out and thoroughly explained, reflecting an integration of information and concepts that make key distinctions (9-10pts)
Supports most ideas with effective examples, references, and details to make relevant distinctions (6-8pts)
Presents ideas in general terms with inconsistent or little support, flawed reasoning and confusion between personal and external evidence (0-5pts)

Thesis and Organization (5 points)

- _____ Presents document that makes its points clearly, developing ideas clearly, and organizing them logically, with effective transitions (4-5pts)
Develops and organizes ideas in paragraphs that are generally connected, relating most ideas together, with a good introduction and conclusion (2-3pts)
Ideas are not developed and seem illogical and/or unrelated, unfocused introduction or conclusion (0-1pts)

Grammar, Spelling and Mechanics (5 points)

- _____ Presents document employing words with fluency, using proper word usage, spelling, concise sentence and paragraph structure, and grammar appropriate for audience (4-5pts)
While there may be minor errors, the writing follows general conventions of spelling, grammar and structure throughout (2-3pts)
Frequent errors in grammar and spelling that distract reader and interferes with comprehension (0-1pts)

Total:



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Speech Evaluation Rubric MGMT 605 The Art of Leadership & Communication

Name:

Title of Speech:

5 = Excellent 4 = Above average for the speakers experience level 3 = Satisfactory 2 = Could Improve 1= Needs attention

Delivery (clarity, audible, use of notes)	5	4	3	2	1
Speech Value (Interesting, Meaningful to audience)	5	4	3	2	1
Preparation (Research, Rehearsal)	5	4	3	2	1
Organization (logical, clear)	5	4	3	2	1
Opening (Attention getting, led into topic)	5	4	3	2	1
Body (Flowed Smoothly, appropriate support material)	5	4	3	2	1
Conclusion (effective)	5	4	3	2	1
Transitions (appropriate, helpful)	5	4	3	2	1

What could the speaker have done differently to make the speech more effective?

What did you like about the presentation?

ACADEMIC DISHONESTY:

III. Policy on Plagiarism

Because plagiarism is so serious and is becoming increasingly prevalent in higher education, Fayetteville State University has adopted the following procedures for dealing with this form of Academic Dishonesty.

Definition:

Plagiarism is the misrepresentation of the thoughts, words, or research of another as one's own. As such, it is a serious academic offense. Intellectual property is the currency of academia, and using another's intellectual property without giving appropriate credit is the academic equivalent of theft. Plagiarism can take many forms including but not limited to

- Quoting a published or unpublished document in whole or in part without clearly indicating that the material is being quoted
- Offering thoughts, insights, or opinions of another as if they were the student's own
- Offering a document written by someone else as if it were the student's own
- Paraphrasing or summarizing without acknowledging the source
- Paraphrasing or summarizing in such a way that the student document retains too much of the phrasing of the original whether or not the student acknowledges the source
- Failing to document properly words, thoughts, opinions, facts, or any other material obtained from a source

Procedures:

- If a faculty member finds that a student has plagiarized an assignment, he or she will impose an appropriate penalty on the student pending on the seriousness of the violation. Appropriate punishments for less serious violations (copying an isolated sentence or phrase, paraphrasing a few sentences too closely, failing to document some of the ideas or facts) can include
 - Giving the assignment a failing grade
 - Giving the assignment a grade of zero
 - In all cases the faculty member will inform the student in writing that he or she has judged that the student has turned in plagiarized work.
 - If the student disputes the claim or feels that he or she has been penalized too harshly, he or she should begin by attempting to resolve the problem with the instructor.
 - If the issue can not be resolved between the student and the instructor, the student will state his or her case in writing to the Division Chair. The Division Chair will consult with the affected faculty member and deliver a judgment in writing to the student and the faculty member.
 - The student or the faculty member may appeal an unfavorable judgement of the Division Chair to the Academic Review Board. Once again, the appeal must be in writing. The ARB will then consult with the affected faculty member and deliver a judgment in writing to both the student and the faculty member. The judgment of the Academic Review Board is final; no further appeal is open to the student.
- To maintain the academic integrity of the university, the faculty member should impose one of the following punishments for the most blatant forms of plagiarism (copying a paper from a professional source, turning in someone else's paper, turning in a paper bought from a service, deliberately presenting someone else's ideas as if they were the student's own.)
 - Withdrawing the student from the course with a failing grade
 - Referring the case to the Division Chair with a recommendation for the student's suspension or dismissal. If the instructor refers the matter to the Division Chair, he or she will submit a copy of the assignment in question and any evidence of plagiarism (see Appendix: Credible Evidence of Plagiarism).
 - When the instructor refers the matter to the Division Chair with the recommendation of suspension or expulsion, the Chair will review the evidence supplied by the instructor and the

written response of the student. If the Chair feels that the punishment is too harsh, he or she will consult the instructor to revise the punishment. If the Chair and the instructor cannot resolve the matter, they will refer it to the Academic Review Board. If the Chair agrees with the instructor's recommendation, he or she will pass the matter on to the Academic Review Board, who will review the material presented by all parties and will deliver a judgment in writing to the student, instructor, and the Chair. The maximum penalty of the ARB may impose for the first offense is a suspension of one fifteen week semester. For second offenses, the penalty is expulsion.

- The student may appeal a suspension or expulsion in writing to the Vice President for Academic Affairs. After reviewing all the materials of the case, the VPAA will deliver judgment to the student, the instructor, and the ARB.
- The student may appeal an unfavorable judgment of the VPAA to the President. The President will review the materials and deliver a final judgment in writing to the student, VPAA, and the instructor. No further appeal is open to the student.

APPENDIX: CREDIBLE EVIDENCE OF PLAGIARISM

The following constitutes credible evidence of plagiarism sufficient to institute disciplinary procedures:

- Any source published in any form prior to the submission of the student's assignment, which contains the exact words the student has used without quotation marks and without attribution or the ideas the student has used without attribution.
- Evidence that the sources the student claims to have used do not contain the information that appears in the student's assignment.
- The inability or refusal of the student to supply the sources (or a copy of the sources) he or she used to a research paper.
- The inability or refusal of the student to answer questions about the content of the assignment in question.