



**Mount St Joseph University**  
**School of Business**

**MGT 602-CV:**  
**Leadership in Organizations (3 Credit Hours)**  
**Syllabus (Fall 2019, S1-20)**

**Prerequisites:** None

**Instructor Information:**

Instructor	Jim Barge, MBA, PhD Candidate
Office Location	Business Admin Office, 3 <sup>rd</sup> Floor Science Building
Cell Phone	513-519-7748
Email	<a href="mailto:jbarge@fuse.net">jbarge@fuse.net</a> ; <a href="mailto:james.barge@ge.com">james.barge@ge.com</a> ; <a href="mailto:james.barge@msj.edu">james.barge@msj.edu</a>
Office hours	On-campus, off campus, or phone/skype meetings by appt

**Overall Course Schedule:**

8/29, 9/5, 9/12, 9/19, 9/26, 10/3,  
Thursdays, 5:15PM – 8:45PM  
Fire Training Facility, CVG Airport

**Course Materials:**

- Text:
  - Goldsmith, Marshall. (2007) *What Got You Here Won't Get You There*. Hachette Books. ISBN: 978-1-4013-0130-9.
  - Meyer, Erin. (2016) *The Culture Map. Decoding How People Think, Lead, and Get Things Done Across Cultures*. Public Affairs. ISBN-13: 978-1-6103-9276-1
  - Schein, Edgar.(2016) *Organizational Culture and Leadership*. 5<sup>th</sup> Ed. Jossey-Bass. ISBN-13: 978-1-1192-1204-1
  - Robbins, Stephen & Judge, Timothy. (2017) *Essentials of Organizational Behavior*. Pearson. ISBN-13: 978-0-1345-2385-9
- Journal articles, videos, assessments etc. will be used as well and will be posted on Blackboard.



## Mount St Joseph University School of Business

### Course Description:

Explores how to lead, follow, and understand behavior in organizations. Examines models and theories of leadership and organizational behavior with emphasis on practical implications. Students will analyze, diagnose, and make recommendations about workplace issues. In so doing students will develop an understanding of how managers can improve organizational performance and enhance their abilities to be ethical, effective leaders.

### Learning Outcomes:

Course Learning Outcome	Assessment
Analyze the complexities of organizational culture to include global and cross-cultural aspects	<ul style="list-style-type: none"><li>• Pre-Assignment</li><li>• Class preparation and participation</li><li>• Key takeaways</li></ul>
Utilize theories of leadership and influence when discussing stakeholder analysis.	<ul style="list-style-type: none"><li>• Feedback Persuasion Case</li><li>• Influencing style presentation</li><li>• Class preparation and participation</li><li>• Key takeaways</li></ul>
Explain theories of motivation as a method of diagnosing and intervening in a group process.	<ul style="list-style-type: none"><li>• Key takeaways</li><li>• Class preparation and participation</li><li>• Case study</li></ul>
Demonstrate the ability to give and receive feedback, manage conflict, and work cross-culturally integrating group dynamics	<ul style="list-style-type: none"><li>• Feedback Persuasion Case Debate</li><li>• Key takeaways</li><li>• Class preparation and participation</li><li>• Goldman Trait Assessment paper</li></ul>
Plan for leading change	<ul style="list-style-type: none"><li>• Key takeaways</li><li>• Class preparation and participation</li><li>• Leading Change Case Study</li></ul>
Recommend actions to enhance performance management, with special attention to ethical dilemmas that may arise	<ul style="list-style-type: none"><li>• Key takeaways</li><li>• Class preparation and participation</li></ul>
Analyze ethical situations involving employee honesty	<ul style="list-style-type: none"><li>• Key takeaways</li><li>• Class preparation and participation</li></ul>

### General Course Information:

Refer to the pre-assignment document for the following course information:

- Pre-Assignment
- Communicating with the instructor & classmates



## Mount St Joseph University School of Business

### Course Structure & Teaching Methodology:

This accelerated course is conducted in seminar/lecture format over seven sessions with the primary teaching methods consisting of (1) class discussion of the assigned readings which may include not only the primary text and other practitioner work but also specific articles from academic journals, (2) case studies, (3) paper, (4) experiential learning activities, (5) team learning, and (6) class presentations. Students will develop an in-depth understanding of theories and concepts of leadership in organizations through the assigned text and journal readings. After studying these fundamentals, students will apply what they have learned through the in-class activities, case study analysis and papers.

You should think of this as your class and come prepared for each class, ready to discuss and interact with the materials/issues you have read. Being prepared means:

- You will have read and reviewed the material
- You will have mentally critiqued the reading, asking yourself things such as: What can I learn from this reading? Are the arguments convincing? What are the strengths and weakness of the material? What are the flaws in the logic? What are the implications of the work?
- You will be able to see how the readings relate to one another by asking yourself how does the material in chapter one connect to other topics in the course?
- You will have completed assignments for that class and are able to fully participate.

**Team membership:** Surveys from employers consistently rank team skills as one of the critical abilities that they look for when recruiting. While you will certainly be in situations throughout your careers where you work independently, it is highly likely that you find yourself part of a team on more than one occasion. To enhance understanding of teams and practice the organizational leadership skills you are learning, you will be assigned to one of two teams--**Blue** or **Green**--that works together throughout the semester. How well your team works together will influence the quality and hence the grades of team projects you will develop during the course, not to mention how much fun vs. frustration you will experience in the process. The bottom line is that getting your team to perform well will not only improve your course grade, but it should also make the course more fun and educational. You will be assigned a team at the beginning of the first class. Each team project will include a 5% peer assessment grade as part of your overall grade. It is important that you take this seriously and ensure that you pull your fair share of the work during each team project.



## Mount St Joseph University School of Business

### Method of Evaluating Achievement of Outcomes:

Assignment/Activity	% Grade
Class Participation ( Individual)	5%
Pre-Assignment Presentation (Individual)	10%
Two PPT summaries (article/Influencing style) (individual)	10%
In class case study (Team)	10%
Feedback Persuasion Case/Debate (Team)	20%
Goldman Trait Assessment Action Plan Paper (Individual)	20%
Leading Change Case Study (Team)	25%
<b>Total</b>	<b>100%</b>

#### Grading Scale:

90-100 points:	A
80-89 points:	B
70-79 points:	C
< 70 points	F

### Class Participation (5%)

There are two aspects to this portion of your grade.

- (1) **2½ % of your class participation grade will come from your effective participation in class discussions and exercises.** You will participate in learning exercises in class to help you practice and apply the relevant theories, concepts, and empirical findings from the readings. In addition, during each class session, you will participate in informal class discussion about assigned readings. Each class discussion will involve class members sharing their thoughts and insights on the reading, thus every student is responsible for the class discussion.
- (2) Class discussion comes more easily for some people than for others. By temperament or habit, some are 'talkers' while others are 'listeners.' Learn to be both. An old Ghanaian proverb says that 'we have two ears and one mouth, learn to use them in proportion!' If you are a talker, learn to give enough space for others to speak. If you are a listener, try to participate more in discussions, even if this means simply asking questions.
- (3) Because your attention and participation are vital to the success of the course as well as you own knowledge and skills development, you should refrain from doing anything in class that is not directly related to what we are doing at the time. If you are seen doing work for another class, surfing the internet, instant messaging, checking cell



## Mount St Joseph University School of Business

- (4) phone messages or participating in any other activity not related to the task at hand, you will receive a zero for that aspect of your class participation grade.
- (5) **The other 2½ % of your class participation grade will come from the completion of a “key learning takeaway summary” at the end of each class that reflects a student’s level of engagement.** This is a 10-minute exercise at the end of class where students will be expected to submit a handwritten summary of at least 3 key takeaways, what stood out to you, what did you learn in class, etc. There is no mandate as to the length of the takeaways.

### Feedback Persuasion Case/Debate (20%)

This project involves assessing your ability as a team to collectively develop and present, to a leader, a persuasive argument either for or against feedback as a tool in the human resources and leadership development arena. One team, the Blue team will be assigned to argue in favor of this feedback while the Green team will be assigned to argue against this feedback. As a baseline reference, I will post two articles on BB, one arguing in favor “What Good Feedback Really Looks Like” by Chappelow & McCauley (2019), one arguing against, “The Feedback Fallacy” by Buckingham & Goodall (2019). But you must use additional references from either inside or outside of this class to support your argument keeping in mind that your team belongs to a global organization. The presentation should be in power point, 20 minutes long while allowing for question and answer time and posted on BB by 2359 the night before its due. The grade will consist of 5% peer assessment, 15% on the presentation/argument itself.

### In-Class Case Study Presentation (10%)

Teams will be asked to read and review one business cases during class and present an analysis in the same class. The analysis must include an examination of how the events in the case relate to course concepts, particularly those covered in that particular class session, but other concepts already covered in the class can be addressed as well. For instance, the in-class case study is to be conducted during the 9/12 class session focused on motivation. The case study will be focusing on a motivation issue, so it is expected that students will analyze the team from that perspective primarily but may include other concepts as well. More details about this presentation will be discussed in the first couple of class sessions. The grade will consist of 5% peer assessment, 5% on the presentation/discussion itself.



## Mount St Joseph University School of Business

### **Goldman Trait Assessment Action Plan Paper (20%)**

Marshall Goldman's "What Got You Here, Won't Get You There" is an excellent source for improving your individual leadership capability within an organization. Therefore, you will be reading the book over the first several weeks of the course so that in Session Five you can complete the trait assessment to identify the top two items you can work on going forward. These two items then need to be discussed, analyzed and a plan for improvement put together in a 3-4 paper due in the last class. More information on the specific structure of the paper will be provided by the second session. These papers should be completed in Word format, double spaced 12 font Times New Roman, using APA and submitted via Blackboard by 2359 the prior to the last class.

### **Two PPT Summaries(10%--5 % each)**

The first PPT summary should include an assessment of your influencing style per the criteria outlined in Musselwhite & Plouffe (2012). On one PPT slide, this should include (1) choosing one of the five styles, (2) providing a rationale for why you think this is your style using the descriptions offered in the article, (3) offering examples from your work or personal life, and (4) whether you think this is beneficial to you as a leader in your current role. You are expected to email the PPT to the instructor prior to the start of class.

The second PPT presentation is a three-slide summary of an assigned article on change management. At the beginning of the course, the instructor will randomly assign one of the HBR articles specific to change management below to each student.

1. Change through Persuasion
2. Leading Change When Business is Good
3. Tipping Point Leadership
4. The Real Reason People Won't Change
5. Cracking the Code of Change
6. The Hard Side of Change Management
7. Why Change Programs Don't Produce Change

The expectation is the first slide is a concise summary of the article, the second slide should be a summary of what stood out to you as the most important point made, the third slide should be practical application of this in your work, past, present, or future. Where have you seen it? Where could you apply it in a change scheduled to happen with your organization?



## Mount St Joseph University School of Business

### Leading Change Case Study (25%)

Each team will be assigned the same case involving a change management issue in an organization and expected to develop their plan to successfully introduce the change. The actual case will be given out after our class on leading change and teams will have two weeks to complete the case study and present in the final class. The expectation is that teams will incorporate much of the material learned not just in the leading change class but the others as well that can help ensure a successful organizational change. The Presentation should be at least 20 minutes and in PowerPoint, loaded into BB by 2359 the day before the last class. The grade will consist of 5% peer assessment, 20% on the presentation /case study itself.

### Attendance Policy:

Each member of the class is expected to participate, to help enrich the class sessions and to work with their assigned team. Therefore, attendance is a matter of extreme importance, particularly in a seven-week class and attendance at all sessions is required. Additionally, students are expected to arrive on time and remain the entire class session. However, I recognize that students often have outside work or family obligations or may become ill and therefore, will allow students to miss or be late for 1 class with a valid reason without penalty. However, any assignments due must still be turned in on time and you must schedule time with me outside of regular class time to review and discuss the session for an hour one on one. If you miss more than one class session, you will lose five % points off your FINAL GRADE.

### Academic Integrity Policy:

Honesty and integrity should be hallmarks of business leaders. To earn an "F" in this course automatically, the student needs only to be caught cheating or discovered to have already cheated, which includes plagiarism. There are no exceptions to this rule.

Students are held to the university's academic integrity policy which can be found at <http://registrar.msj.edu/graduate-catalog/rights-policies1/academic-policies1/academic-honesty1/>

The key to avoiding plagiarism is to acknowledge the work of the author(s) from whom you are either quoting or paraphrasing. In this class we will use APA style, which is widely used in social sciences including business journals. It is not a difficult format to learn and a great guide can be found at the following link. This style acknowledges the author in the text of a paper or essay and then requires listing references at the end of the paper.

<https://owl.english.purdue.edu/owl/resource/560/01/>

If you are unclear on what constitutes plagiarism or are struggling with the APA style, please contact me as early as possible in the course.



## Mount St Joseph University School of Business

### Policy on Incompletes and Withdrawal from Courses:

The Incomplete (I) is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. The student must follow university procedures and petition for the incomplete grade. A link to the university policy is provided below: <http://registrar.msj.edu/graduate-catalog/rights-policies1/academic-policies1/incomplete-grades1/>

For information regarding the policy on course withdrawal, refer to the following link: <https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.inz?portlet=Semester Policies>

### Disability Policy:

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disabilities Services, to present documentation and to develop individualized accommodation plans. She can be reached by phone at 513-244-4524, by email at [Meghann.Littrell@msj.edu](mailto:Meghann.Littrell@msj.edu) or in person at the Learning Center, Room 156 Seton. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

### Detailed Course Schedule

Session	Date	Topic/Class Activities	Assignments/Reading Due
Session 1: Class Overview & Organizational/Global Culture	8/29/19	<ul style="list-style-type: none"><li>Review of teacher/student contract, Teaching philosophy</li><li>Course Overview/Syllabus</li><li>Organizational Culture Assessment /Pre-Assignment Reviews</li><li>Break</li><li>Culture-Definition, Elements, Organizational Culture Creation</li><li>Global Mindset and Culture Map</li><li>Takeaways</li></ul>	<b>Pre-Assignment Due:</b> <ul style="list-style-type: none"><li>Your Org Culture Assessment including 2 slide PPT showing results and answering the 5 questions in article below</li></ul> <b>Reading Due:</b> <ul style="list-style-type: none"><li>Meyer (2016), Introduction</li><li>The Leaders Guide to Corporate Culture Article</li><li>Schein (2016), Chap. 1</li></ul>
Session 2: Stakeholder Analysis, Leadership Theory & Influence/ Persuasion including across cultures	9/5/19	<ul style="list-style-type: none"><li>Stakeholder Mgt</li><li>Influence vs Persuasion/global aspects</li><li>Influencing Style PPT review 5 min each</li><li>Break</li><li>Leadership styles/ approaches theories/global aspects</li></ul>	<b>Assignments Due:</b> <ul style="list-style-type: none"><li>Your Influencing Style PPT slide (1 slide)</li></ul> <b>Reading Due:</b> <ul style="list-style-type: none"><li>Robbins &amp; Judge (2017) Chap. 12</li><li>Conger (1998). "The Necessary Art of Persuasion"</li><li>Musselwhite &amp; Plouffe (2012) "What is Your Influencing Style?"</li></ul>





## Mount St Joseph University School of Business

		<ul style="list-style-type: none"> <li>• Key learnings/takeaways</li> </ul>	<ul style="list-style-type: none"> <li>• Goldman (2007), Section 1</li> <li>• Meyer (2016), Chaps 3-4.</li> </ul>
Session 3: Theories & Practice of Motivation including Across Cultures	9/12/19	<ul style="list-style-type: none"> <li>• Discussion on motivation</li> <li>• Break</li> <li>• In class Motivation case study</li> <li>• Key learnings/takeaways</li> </ul>	<b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Reading Due:</b> <ul style="list-style-type: none"> <li>• Robbins &amp; Judge (2017), Chaps 7-8</li> <li>• Goldman(2007), Section 2</li> </ul>
Session 4: Leading Change	9/19/19	<ul style="list-style-type: none"> <li>• Discussion on Leading Change</li> <li>• Review of article PPT summaries 5 min each and discussion</li> <li>• Break</li> <li>• Key Learnings/Takeaways</li> </ul>	<b>Assignment Due</b> <ul style="list-style-type: none"> <li>• HBR article PPT slide summary (3 slides)</li> </ul> <b>Reading Due:</b> <ul style="list-style-type: none"> <li>• Schein (2016), chaps 12, 16, 17</li> <li>• Assigned HBR article</li> <li>• Goldman (2007), Section 3</li> </ul>
Session 5: Feedback and Management of Conflict including cross culturally	9/26/19	<ul style="list-style-type: none"> <li>• Discussion on Feedback/Conflict</li> <li>• Feedback Debate</li> <li>• Break</li> <li>• Completion of Goldman Trait Assessment and Discussion</li> <li>• Key learnings/takeaways</li> </ul>	<b>Reading Due:</b> <ul style="list-style-type: none"> <li>• Meyer (2016), Chaps. 2 and 7</li> <li>• Goldman (2007), Section 4</li> <li>• Assigned article per team</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Persuasion Presentation on Feedback For - <b>Blue</b></li> <li>• Persuasion Presentation on Feedback Against- <b>Green</b></li> </ul>
Session 6: Individual and Organizational Performance Management including ethical dilemmas	10/3/19	<ul style="list-style-type: none"> <li>• Discussion on Performance Management/Ethics</li> <li>• Break</li> <li>• Key learnings / takeaways</li> </ul>	<b>Assignment Due:</b> <ul style="list-style-type: none"> <li>• Leading Change Case Study Presentation</li> <li>• Individual Goldman Trait Assessment and Action Plan paper</li> </ul>