COURSE TITLE BLACKBOARD SITE	MGT6013 Leadership & Leadership Development Spring 2011 – http://my.ltu.edu and select CRN 3885
INSTRUCTOR	David M. Gregorich Adjunct Faculty, College of Management Email address: **dgregorich@mac.com**, response within 24 hours Business phone: 586 445 7458 [M-F; 9:30a.m. – 3:30p.m.] Office hours by appointment on campus Wimba meeting sessions are also available by mutual appointments.
SCHEDULE	January 10, 2011 – April 23, 2011 [Please note: You should begin to engage in the course 'pre-module' as soon as the course is available to you. The 'pre-module', called 'Module 0' is designed to better prepare you – and it's highly informative too!] See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	This is a graduate level course that is worth 3 semester credit hours. There are no prerequisites for the course.
REQUIRED TEXT (See Blackboard for additional resources)	Leadership: Enhancing the Lessons of Experience (6th ed.), by R. Hughes, R. Ginnett & G. Curphey. McGraw Hill Higher Education, 2008. ISBN 978-0-07-340504-9 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 10 – Jan 12	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	Course orientation Instructor conversation Individual pre-assessment Project teams selections begin – will end Jan 23
Week of Jan 10 – Jan 16	Module 1 *SEE Module and Assignment tabs in order to find both parts to each module!* *Work on Module 1 DQs this week, submit by no later than Sunday Jan. 16, then on the 17th we officially begin our discussions on the findings you made with Module 1 DQs…* *Every succeeding week will operate the same way!*	Chapter 1 – Leadership is Everyone's Business **Note:** *Modules consist of two items; One, is found in the Modules tab, where the pre-recorded lecture material resides. The second is in the Assignments tab, where each module contains instructions and Discussion Questions (DQs) that require you to develop written answers for them, then submit that document to 'safe assignment' and ALSO, copy and paste your answers into that modules discussion board.* *MODULE DQs are done first, and the Discussion Board Forums follow the next week.*	Bb Discussion Board Forums – *Open forums this week….general conversations on leadership – time to 'meet and greet each other!* Other assignment(s) due Module 1 DQs Due Sunday, January 16 **All Sunday Submissions are due by no later than 11:59: 59pm.** Module 1 discussion forums officially begin Jan. 17
Week of Jan 17 – Jan 23	Module 2	Chapter 2 – Leadership Involves an Interaction between the Leaders, the Followers and the Situation **NOTE: the Mini-Cases posted in the next column are at the end of each chapter listed in this column. The due date for each of these mini-cases is the Thursday of each module week and ends on Sunday.** *[Example: The Disney case is posted to a forum your professor creates for it on Thursday – for this case that would be Jan. 20, and your team would host and monitor the forum through Sunday Jan. 23]*	Bb Discussion Board Forums: Module 1 Other assignment(s) due Module 2 DQs Due Sunday, January 23 **Chapter 2 Minicase - Can Disney Save Disney?** *** NOTE: Each team commits to ONLY one of these Mini-Cases (found at the end of the various chapters in the text) for the term. The team will write a short case analysis – submit it & also host a special discussion forum for 4 days, Thursday – Sunday. Once your team has completed ONE*

Dates	Modules	Topics / Readings	Assignments Due
			case, this course requirement is complete.
Week of Jan 24 – Jan 30	Module 3	Chapter 3 – Leadership is Developed through Education and Experience	Bb Discussion Board Forums Module 2 Other assignment(s) due Module 3 DQs Due Sunday, January 30 Chapter 3 Minicase – Developing Leaders at UPS
Week of Jan 31 – Feb 6	Module 4	Chapter 4 – Assessing Leadership and Measuring its Effects Chapter 5 – Power and Influence Leadership Interview >>>>	Bb Discussion Board Forums Module 3 Other assignment(s) due Module 4 DQs& Leadership Interview Due Sunday, February 6 Chapter 4 Minicase – McDonald's Strategies for Success Chapter 5 Minicase – The Prime Minister's Powerful Better Half
Week of Feb 7 – Feb 13	Module 5	Chapter 6 – Leadership and Values Chapter 7 – Leadership Traits	Bb Discussion Board Forums Module 4 Other assignment(s) due Module 5 DQs Due Sunday, February 13 Chapter 6 Minicase – Balancing Priorities at Clif Bar Chapter 7 Minicase – Lessons on Leadership from Ann Fudge
Week of Feb 14 – Feb 20	Module 6	Chapter 8 – Leadership Behavior	Bb Discussion Board Forums Module 5

Dates	Modules	Topics / Readings	Assignments Due
		360 Survey Instrument >>>>	Other assignment(s) due Module 6 DQs & 360 Survey Instrument Due Sunday, February 20

Chapter 8 Minicase – Paying Attention Pays off for Andra Rush |
| Week of Feb 21 – Feb 27 | Module 7 | Chapter 9 – Motivation, Satisfaction, and Performance

Individual Development Plan >>> | Bb Discussion Board Forums Module 6

Other assignment(s) due Module 7 DQs & Individual Development Plan Due Sunday, February 27

Chapter 9 Minicase – Initech versus The Coffee Bean |
| Week of Feb 28 – Mar 6 | Module 8 | Chapter 10 – Groups, Teams and Their Leadership | Bb Discussion Board Forums Module 7

Other assignment(s) due Module 8 DQs Due Sunday, March 6

Chapter 10 Minicase – Integrating Teams at Hernandez & Associates |
| *Mid-semester Break – No Classes* | | | |
| Week of Mar 14 – Mar 20 | Module 9 | Chapter 10 – Groups, Teams and Their Leadership – Extended Study – Global Perspective…(see assignments this module) | Bb Discussion Board Forums Module 8

Other assignment(s) due Module 9 DQs Due Sunday, March 20 |
| Week of Mar 21 – Mar 27 | Module 10 | Chapter 11 – Characteristics of the Situation | Bb Discussion Board Forums Module 9

Other assignment(s) due Module 10 DQs Due Sunday March 27

Chapter 11 Minicase (T) – |

Dates	Modules	Topics / Readings	Assignments Due
			Innovation at IKEA
Week of Mar 28 – Apr 3	Module 11	Chapter 12 – Contingency Theories of Leadership 360 Evaluation Report >>>>	Bb Discussion Board Forums Module 10 Other assignment(s) due Module 11 DQs & 360 Evaluation Report Due Sunday, April 3 Chapter 12 Minicase (T) – Big Changes for a Small Hospital
Week of Apr 4 – Apr 10	Module 12	Chapter 13 – Leadership and Change	Bb Discussion Board Forums Module 11 Other assignment(s) due Module 12 DQs Due Sunday, April 10 Chapter 13 Minicase (T) – Keeping Up with Bill Gates
Week of Apr 11 – Apr 17	Module 13	Focus on Final Project Week	Bb Discussion Board Forums Module 12 Other assignment(s) due
Week of Apr 18 – Apr 23	Final Project Week	Course Summary End of Course	Team Research Project Due Apr. 23

Student Evaluation

Your final grade will be determined using the following weights with no rounding of the final average. Points are deducted for late assignments. See Late Assignment Policy.

Special note – Participation in Discussion Boards:

You are required per each Module activity to 'attend online' at least three (3) separate times (meaning days) per week. Failure to meet this requirement will result in a 'zero score' for that course element. There are no exceptions to this rule during the term.

Assignments	Percent
Discussion Questions	20%
Team Case Analysis Report	10%
Leadership Interview	10%
360 Survey Instrument	5%
Individual Development Plan	10%
360 Evaluation Project	15%
Team Research Project	20%
Participation	10%
Total	100%

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
70 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

Educational Goals

The course is designed to provide professionals and managers with a broad understanding of leadership and management. The course focuses on introducing and demonstrating a variety of techniques/applications required for problem identification and problem solving, team building, conflict resolution and negotiation, written and interpersonal communications and leadership/management development.

Objectives

- To obtain knowledge of contemporary leadership theories
- To distinguish between leadership and management skill-sets and competencies
- To gain first-hand experience into effective leadership practices
- To assess and develop individual leadership skills and behaviors to improve professional performance

Prerequisite Skills

None.

Instructional Methods and Course Organization

A variety of instructional methodologies are used in this course. List the specific methods used in your course, which may include but are not limited to:
Blackboard learning environment: Blackboard at **my.ltu.edu** contains the syllabus, all assignments, reading materials, mini-lectures, written lecture notes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations:
Students keep in touch with the instructor via e-mail messages and telephone conference calls.

Teams:
Each student will participate in teams of 2-3 people for the case study analysis and final research project. Please send me your top three textbook cases, found in the syllabus, and your top three research projects, found under the assignments tab in blackboard that you would like to complete. The teams will be determined on a first come, first serve basis.
Please let me know your selections, via email at **dgregorich@mac.com** and if you prefer to work with someone in the class by Friday of module 1. The goal for setting up teams is to have students first set up their own teams and if unsuccessful, I will assist.

Self-assessment:
Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required readings:
Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Assignment Overview:
We will be applying theoretical concepts discussed through the chapter notes to practice each week.

Each student will be responsible to INDEPENDENTLY complete all discussion questions, a Leadership Interview, 360 Survey Instrument, Leadership Development Plan, 360 Evaluation Report and participate in class discussions.

Additionally, each student will work in a TEAM to develop one Mini-case analysis report and final project.

Class Policies and Expectations

Classroom Conduct:
When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another's opinion is fine – it's okay to "agree to disagree" - however, the professionalism of the tone and manner in which the posts are written need to be upheld. When responding to a post, each student needs to be courteous and respectful of one another's opinions and insights. For instance, "You are wrong, I am right" is not an acceptable response. A more appropriate answer may be "I respect your opinion, however, my experience has been…..". Responses that do not adhere to these guidelines will not be given full credit. Keep in mind that appropriate class and workplace conduct can result in a "win-win" situation for everyone involved. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

Netiquettte:
It is very easy for comments to be misinterpreted in the electronic environment since we can't see each other's faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. Since we don't have the luxury of the non-verbal cues, we must be especially careful in the words we choose.

Plagiarism:
Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. A zero will be given if plagiarism is detected for an assignment. There will be no exceptions for this policy. Additionally, an

assignment that exceeds the 15-20% amount of directly quoted information (word-for–for information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted in both the undergraduate and graduate level courses should be written professionally. This can be accomplished by using the student's original thoughts and appropriately paraphrasing, using the APA format, for all assignments (paper, blackboard discussion questions, exams, etc.).

Examples of plagiarism as it might occur in term papers, research projects, laboratory reports, and other written assignments are listed below.

- Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.
- Failure to use the quotation marks, even if a footnote is provided, is plagiarism.
- Failure to document ideas: When a student uses one or more ideas form and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.
- Failure to provide an exact reference is plagiarism. False documentation: Falsifying or inventing sources or page references is plagiarism.

Late Assignments*:*
All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office-compatible software. If you need to submit an assignment via e-mail, contact the instructor in advance. Assignments that are not received on the due date and without an approved extension, will receive a reduction of 10% each day for three days. After three days they will no longer be accepted for credit. Students should use proper time management to ensure assignments are submitted on the specified due date.

Online Expectations:
I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

1) Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, please change your e-mail address in Blackboard under "Student Tools". Passwords for Blackboard Course Info should be reset as soon as possible. Currently your password is your student number (example 99323 - student number portion only) passwords should be changed as soon as possible. Passwords can also be changed under Student Tools.

2) Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear these dates with me in advance.

3) It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business and IT.

4) Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus and on the LTU Online web site.

5.) Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

Instructor Information:
It is important for you as students to know what to expect from me as your instructor:

1) I will be available to you via e-mail and phone, and will promptly reply to your messages – usually within 24 hours or sooner. {Number listed is my business phone; available M-F 9:30 a.m. – 3:30 p.m.} Please contact me first via e-mail so we can find a mutually acceptable time to chat, should that be required.

2) I will be available to you for face-to-face appointments as requested. These will take place at the main campus at pre-arranged times, or immediately after my on campus class schedule.

3) I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.

4) I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.

5) I will return all assignments to you promptly (usually within a week of the due date), and will include individualized comments and suggestions with each assignment.

6) I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.

7) I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
    o 8-9 hours preparing your case study review;
    o 24-40 hours working with your group on the three parts of your semester-long project;
    o 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week

will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

Course Schedule
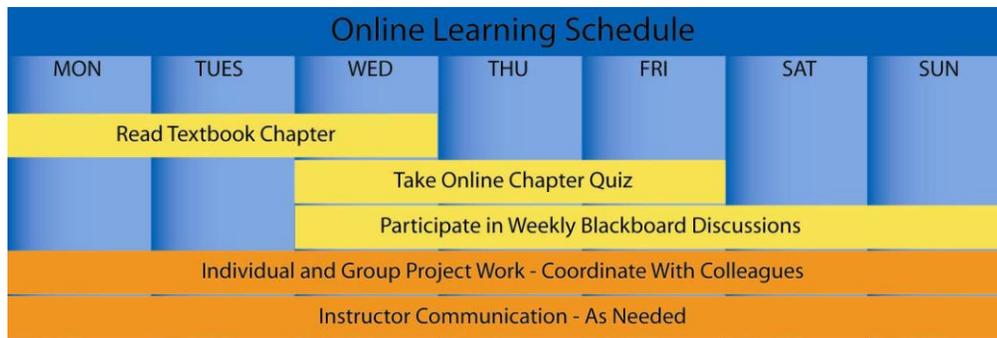
ASSIGNMENT DETAIL:
Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Point Scoring:
All course elements are weighted, with each course element based on a 100 point scale.

Individually Developed Course Elements

Weekly Module Activity – 20 % of course grade
Each week there's a new module to complete. Each module essentially has three parts to it. The first consists of the lecture materials that can be found in the Module tab for the appropriate week's activity (see syllabus schedule). Once the lecture materials have been reviewed you can move on to the second part of the week's module activity. In the Assignments tab, you'll find the appropriate module for the week which contains the Discussion Questions (DQs)for that the chapter(s) under study that week. You are to provide written responses to the questions in the module assignment detail and when completed submit your document to the matching module Safe Assignment document submission point. These submission points are paired with each module assignment detail on the same screen page, so they're easy to find. The third part of the module calls for you to submit your written responses directly to the discussion board forum that has been set up for that module. Once you have completed this task, you will engage in constructive dialogue based on your and others contributions to the discussion board forums.

Recapping:
- Each Module lasts for one week
- Each Module consists of three parts
  - Lecture / study

        o   Discussion Question (DQs) written responses submission to safe assign for scoring
        o   Posting / sharing / dialogue on the discussion questions for the module
   •   Modules officially start on Monday and end on Sunday

Participation (primarily directed toward modules) – 10% of course grade
Sharing your professional experience will enhance class sessions and is necessary for the practical skills we will apply in class. Participation is measured by a student's contribution to the virtual classroom discussion board. A student contribution must add value to the course. A note is determined to be of substance by containing information that supplements, contradicts, questions, or furthers discussion on a subject area contained in the course. Notes such as "me too" and "I agree" and other notes not related to the course are not considered substantive notes for participation.

Online Participation Evaluation Criteria:
The following guidelines will be employed when grading online or BlackBoard participation points. All students will be expected to provide noteworthy responses three (3) out of the seven (7) days. Each student is required to respond to the assigned team's case study that is posted to the case analysis forum in blackboard on one of these three days. The post should include what the student learned and where he/she saw or heard similar principles applied.

Based upon the individual student's participation, a grade will be awarded to each student by the instructor at the end of each seminar following the grade scale discussed below. The participation grade will be based on the quality and quantity of the individual responses to the online blackboard discussions (see criteria below).

Posting Quality Rating	Examples
High	Original thoughts not already contained in the threaded discussion Cited examples/ideas from the Professional sources/Personal experience – please list the URL that you have referenced Agreement/Disagreement with other postings and including a strong reason why
Fair	Some original thoughts/some repeat of what has already been listed in the threaded discussion.
Weak	I agree/disagree with no reason/explanation/etc.

Leadership Interview – 10% of the course grade
Purpose:
To provide exposure to first-hand accounts of valuable developmental leadership experiences.

Deliverable:
Interview a leader in your community (e.g., a business and industry leader, coach, principal, elected official, store manager, spiritual leader, etc.) about valuable developmental experiences. Prepare a written report of your findings and submit final document by email per class schedule.

Before you begin the interview, explain the nature of your leadership class, and the general purpose of the assignment.
Then ask the following required questions:

- How would you define effective leadership?
- Do you think leadership develops with experience? Explain.
- Are there one or two experiences you look back on as having been especially valuable in helping develop your own leadership? Please briefly describe them.
- What made these experiences so valuable?
- Have your own views of leadership changed over time? Explain how.
- Do you think leadership in your arena (e.g., sports, business) is much different from, or involves different pressures, than leadership in other arenas? Explain.
- Do you ever reflect, after the fact, about how effective your behavior was in a particular situation? Is this ever a source of new or different insights? Please share your insights.
- What do you feel is the single most important attribute for a leader to possess?
- Is there any advice you would give people early in their careers about leadership?

Asking additional questions is permitted and encouraged. When you have completed the interview, thank the person for their time and insight.

Expected Outcome:
- Submit your final word document via the safe assignment link.
- For your final report, begin by introducing the leader you selected (leader's name, title, company, and why you selected this particular leader).
- After you have stated the questions and the leader's responses, end the report by summarizing what you have learned about leadership development as a result of this interview.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

360 Survey Instrument – 5% of course grade
Purpose:
Each class participant will develop and implement a 360 evaluation survey related to effective leadership performance. Once completed surveys are returned, you will write a final report – see the 360 evaluation section.

Deliverable:
Develop a survey instrument that covers the essence of leadership and management qualities. Specific criteria follow:.

Refer to student examples for 360 evaluation instruments posted in Assignments. Please note that these postings are for example only—to illustrate format and content. Do not cut and paste these documents.

In your 360 survey package, include instructions for completing and returning the assessment instrument.

Your assessment instrument must specifically relate to leadership and management. Keep this in mind as you are developing your instrument.

- Your assessment instrument should have a minimum of:
  - 35 statements with a maximum of 50 statements.
  - Arrange your statements by category with:
    - a minimum of four (4) categories and a
    - minimum of five (5) statements per category.
  - For example, Communications might be a category. Within the category of communications, you might have 5 statements.

- A forced Likert scale is required for participants to respond.
  o Remember to number your response scale. For instance, 6=strongly agree, 5=moderately agree, 4=slightly agree, 3=slightly disagree, 2=moderately disagree, 1=strongly disagree. Be sure to repeat your scale at the top of each page.

- Include a comments section.
  o It is most useful to position a comments section after each category. Or, if you choose to have a separate section for comments at the end of your survey, ask the respondent to reference specific statement as needed. A comments section allows for detailed feedback about a particular statement or category.

- Your assessment instrument must include a cover sheet with instructions.
- Contents include:
  o Name of your assessment/title,
  o your name,
  o why you are conducting this assessment (purpose) and
  o what you hope to gain,
  o respondent's name,
  o date,
  o instructions for completing the assessment,
  o due date for returning the assessment, and
  o a "thank you" for completing the assessment.
- Be sure to complete your assessment before other assessments are returned.
- Have fun!
- This exercise is a practical and valuable developmental tool that can be used to learn more about yourself and the perceptions of others.

The 360 survey instrument should be submitted via the safe assignment link.

Expected Outcome:
- Written document that includes all elements above.
- Survey tool that you will use to solicit volunteer responses for the development of the 360 Evaluation Report.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

Individual Development Plan – 10% of course grade

Self –Quiz: What are your Career Prospects?

Directions: Rate the extent to which you perform the following behaviors on your job, using the following scale:

5= to a very great extent, 4=to a great extent, 3=so some extent, 2= to a little extent, 1= not at all

1. Process paperwork efficiently _____
2. Negotiate persuasively _____
3. Give compelling reasons for ideas _____
4. Win support from others _____
5. Influence and shape the decisions
   of management _____
6. Adapt approach to motivate others _____
7. Value the contributions of team
   members _____
8. Treat people fairly _____
9. Develop effective working
   relationships with peers _____
10. Develop effective relationships
    with higher management _____
11. Take people's feelings and
    preferences into account when
    making decisions _____
12. Know whom to involve and when _____
13. Address and work to resolve conflict _____
14. Speak effectively in front of a group _____
15. Demonstrate poise in front of a group_____
16. Show consistency between words and
    actions _____
17. Practice flexibility _____
18. Work constructively under stress
    and pressure _____
19. Initiate activities without being
    asked to do so _____
20. Make timely decisions _____

21. Present business data in a useful manner
    for planning or decision making _____
22. Aggressively pursue ways to increase
    revenues _____
23. Accomplish a great deal _____

Total Scores	Total Scores	Total Scores
A	B	C

Once you have summed your scores, follow the next set of directions:

Add the scores for numbers 1, 2, 4, 6, 9, 16, 17, 19, 20, 23 in box A.
Put the total score in box A Total Scores.

Add the scores for numbers 4, 7, 8, 9, 10, 11, 12, 13, 16, 18 in box B.
Put the total score in box B Total Scores.

Add the scores for numbers 1, 2, 3, 5, 14, 15, 17, 21, 22, 23 in box C.
Please the total score in box C Total Scores.

Look up your total scores in the table below:

Total Score for A _____ Total Score for B _____ Total Score for C ____

A = Overall Competence	B= Derailment Potential	C=Long Range Potential
10 to 34 average or below	10 to 4 slight to fair chance	10 to 32 middle management
35 to 37 above average	35 to 37 slight chance	33 to 35 upper middle management
38 to 40 well above average	38 to 40 very slight chance	36 to 38 executive
41 to 50 outstanding, are of the best	41 to 50 Unlikely	39 to 50 senior executive

Deliverable:
Using the example of a development plan on page 226 (Figure 8.7) and under the Assignments tab in blackboard, create your own individual personal development plan for your three top development areas (your lowest scoring items). Although the requirements are slightly different, this will provide good practice for the development plan portion of your 360 evaluation report.

- Do not submit your completed survey.
- Submit an individual development plan based on your findings (approximately 1-2 pages per student in table format -- be sure to put your first and last name at the top of the plan).

Expected Outcome:
Completing this minor survey assessment will provide you with insights into areas where personal development could use some capacity building… You can also compare these results to the 360 evaluation report due a few weeks after this element is.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

360 Evaluation Report – 15% of course grade

What is a 360 Evaluation?
A 360 evaluation is a multi perspective gap analysis feedback tool. The outcome of the evaluation provides insight for strengths and development areas. A development plan can than be created to improve performance and behaviors within an organization.

Who will complete my 360 Evaluation?

- Self
- Your supervisor
- Peers
- People you supervise (only required if you supervise others)
- Customers you serve

How do I create, implement and analyze the 360 Evaluation?

- Define what you want to measure

- Five or six competencies tailored toward leadership development.

- Develop specific attributes for rating

- Having defined what you want to measure, develop statements that respondents will "rate" on importance and current performance.

- Select the distribution list for respondents

- Select individuals most likely to provide candid responses.

- Communicate

- Before surveys are sent out, take time to communicate the reasons for the survey, how it should be completed and due dates for completion.

- Analyze results

- What attributes were rated as high and low? Did the perceptions of others mesh with your own? Any surprises? What patterns emerge?

- Develop an action plan

- Based on the findings, develop a written action plan for improvement areas.

Project Objectives:

- To help participants gain a better understanding of self-perceptions and the perceptions of others in the work environment.

- To deepen individual awareness concerning current strengths and areas for improvement in the workplace with regard to the fundamental practices of leadership and management.

- To develop a specific action plan to address development areas for strengthening leadership skills.

- Write a final report analyzing your findings.

Reporting Results

- Package submission should include:
    - title page,
    - a summary graph by category illustrating results by respondent groups,
    - a summary report that includes a development plan in matrix format, and a
    - list of respondent comments from all completed 360 evaluation instruments (be sure to cite comments by respondent--supervisor, peer, direct report, customer, and yourself).
- Prepare a one page summary graph (use a continuous bar chart format) to compare and summarize your data results by category *and* by respondent.
- Use mean scores by category to highlight your results.

    - Any supporting analysis can be included in the back of your report (optional).

    - Refer to student examples for 360 Final Reports posted in Course Documents. Please note that these postings are for example only—to illustrate format and content.

Summary Report
Understanding Your Feedback

- Use headings for the various topics in your report.
- Headings include purpose, strengths, areas of agreement, areas of disagreement, development needs, challenges and performance goals and conclusion.
- Be sure to include discussion for each of these headings in your report.

Summarize the purpose of the 360 project.

- Identify which competencies are *strengths* for you. Look for *areas of agreement* between your supervisor, your direct reports, peers, and your self-ratings. Be as open as you can with your feedback from others.

- Identify the competencies where there is the greatest amount of *disagreement* in ratings by yourself, your supervisor, your direct reports, and your peers. Think about events or interactions in your job that could explain these differences.

- Identify which competencies are *development needs* for you. Begin with those competencies that are above average in importance but which need the most improvement, and look at the ratings of the specific behaviors that make up these competencies.

Planning for Your Development

- Describe your current *challenges and performance goals*, and in that context, review the importance of your identified strengths and development needs. Discuss what results you expected and what results you did not expect. Discuss your recollections of specific situations or events that may have factored into the ratings you received.

- Create a *development plan* that addresses your three lowest scoring areas. Develop separate action plans for each area. As you are creating your action plans to be sure to answer the following: What are my objectives? How will I implement them? (State specific detail that is measurable) Who is involved? When will I measure my progress/results? In addition to your

written development plan, include a specific development plan in table format that includes development needs, objectives defined, action plans, involvement of others, and target dates for addressing the highest priority skill gaps.

o Write a *conclusion* that summarizes what you learned as a result of this project.

o End your report with verbatim respondent comments from all completed 360 evaluation instruments.

Writing Format Requirements:
When writing your final 360 Report start with a cover page and then use the headings shown below.

o 360 Summary Chart
o Purpose
o Strengths
o Areas of Agreement
o Areas of Disagreement
o Challenges and Performance Goals
o Development Planning
o Development Plan (in table format)
o Conclusion
o Respondent Comments

The 360 report should be submitted via the safe assignment link in blackboard.

Expected Outcome:
The report that results will be the culmination of the individual elements that you have previously created in order to develop this report. It can be used as your personal development plan.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

TEAM BASED Course Elements:

Team Case Analysis Report – Mini-Cases – 10% of course grade
Deliverable:
o **Only One** case/analysis reports will be required from each team.
o The case/analysis reports will be based on a selected case from the syllabus schedule.
o Each student/team will read, analyze, write about their findings and demonstrate the importance of the selection to the course objectives.
o The case analysis reports should be at least four pages, but no more than 5 pages double-spaced and are due on Thursday, (Day 4) of each module.
o The syllabus schedule indicates which mini-case is due from various chapters in the text.
o The Wikipedia reference is not an acceptable source to use.
o Points will be deducted if it is used in the research project.
o The team will submit the case analysis report to the Case Analysis Forum in Blackboard so fellow classmates can comment on the report.
o Each team will host their mini-case in a forum from Thursday (posting date to the following Sunday).
o Once a team has hosted **One** mini-case, they will receive scoring for this course element.

o Mini-case presentation dates are shown in the syllabus activity schedule and match the chapter of the week that each case is from.
o Each team will also submit their case analysis report to me using the safe assignment link.

The mini-case analysis must be written to include the following:

1) Synopsis
2) Problem identification
3) The technique(s) used to solve the problem.
4) At a minimum, the techniques used to solve the problem should include the appropriate basic and/or advanced leadership skills discussed in your text (pages 432-542). The team should state if they agree with the solutions provided and also include 2 additional leadership techniques that will solve the organization's root cause problems.
5) The benefits and/or drawbacks that resulted and will result from using the technique(s) stated in # 3.

Expected Outcome:
This is a team event. Each team works to complete ONE mini-case from the list of possible cases. This case should prepare your team for the larger team research project due at the end of the term.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

Team Research Project – 20% of course grade
This is a team based project.
o A leader will be selected for each team by the other team members.
o The leaders will meet with their teams throughout the semester.
o A case study that relates to Leadership and Management will be given by the instructor to each team for the team research project assignment.
o Students will be expected to address the areas listed below for the assignment.
o The Wikipedia reference is not an acceptable source to use. Points will be deducted if it is used in the research project.

Deliverable:
The team research reports should be at least 10 pages, but not more than 15 typewritten double-spaced pages, excluding the bibliography, title, table of contents, etc. A minimum of five references is required. It should also be typed according to APA guidelines.

The Publication Manual of the American Psychological Association (APA) should be consulted for specific APA rules. The project will be graded based on content, grammar, spelling, and punctuation…*as well as APA format.*

It must be written to include the following:
o Synopsis of the Situation.
o Problem identification.
o The technique(s) used to solve the problem. At a minimum, the techniques used to solve the problem should include the appropriate basic and/or advanced leadership skills discussed in your text. The group can also include the other text principles that we have discussed in class as techniques used to solve the problem(s).
o The benefits and/or drawbacks that resulted from using the technique(s).

The teams will keep a log documenting the following:

- o • Date team met (in class and outside of class)
- o • Members who were present
- o • Items discussed
- o • Future actions

Expected Outcome:
The team should produce a solid case analysis that provides proof that team members have accomplished a mastery of the principles of leadership development.

Scoring will be the combination of having followed the instructions and the standard LTU writing rubric found later in this document.

Rubrics that Guide the Evaluation Process.

Research Paper Written Evaluation

(___) Title and subject clearly identify a management/leadership issue.

(___) The problem or source of management/leadership style is identified.

(___) Sufficient background information is given so the reader may understand the problem and the management/leadership issue.

(___) Discussion includes the student's observations and examination of the management/leadership techniques used by the individual/company. The techniques used by the individual/company are aligned with the basic and/or advanced leadership skills discussed in your text .

(___) Management/leadership styles in the textbook (Part V and other leadership principles) are used to describe the situation.

(___) Benefits and/or consequences of the management/leadership techniques used are observed and examined by the student.

Research Paper Structural Evaluation

(___) Writer follows the basic outline required, I. Synopsis II. Problem, III. Leadership techniques used to resolve the problem. IV. Benefits and/or consequences of the techniques used to resolve the problem.

(___) The written potion of the paper follows a logical sequence of presentation.

(___) Writing is clear, logical, sequential, and to the point.

(___) Writing is balanced between quotes and excerpts from the research, and writers own work based on observations and examination of the conflict.

(___) Quotes and excerpts from the research are appropriately used, not excessive

(___) Quotes and excerpts from the research material are appropriately notated in the text of the paper.

(___) Bibliography contains at least two different types of media (newspaper, magazine, textbook, etc.) from at least five to seven different sources.

(___) Bibliography follows APA style.

Syllabus Addenda

Please see the LTU Online "Current Students" web site **http://www.ltu.edu/ltuonline/** for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The contents of this web site is explicitly included as syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssignment anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssignment product.