

University of Delaware
School of Urban Affairs and Public Policy, Department of Leadership Studies

UAPP 604: Leadership in Organizations (3 credits)
Spring, 2008
Tuesday, 7:00 – 10:00 p.m., Memorial Hall, room 107

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Introduction and Course Description

Understanding the process of change and positively affecting change in organizations through the exercise of leadership skills and knowledge. --Course catalog.

This course provides graduate students with a basic understanding of leadership theory and practice across multiple levels of analysis as well as multiple fields of practice, particularly focusing on leading an organization. While a good deal of leadership research has focused on the individual leader, theorists and practitioners have recognized the critical and unique role that the organization as a unit of analysis plays in leadership and overall success. One of the most ubiquitous and effective frameworks for enhancing organizational leadership has been forwarded by Peter Senge. Senge asserts that the manner in which individual leaders conceptualize the organization and its functioning, namely as a complex set of integrated “learning” systems, underlies successful management and leadership. This “systems thinking” perspective, and the other disciplines asserted by Senge, comprise the underlying structure of this course.

Course Objectives

1. Understand the structure and contextual elements of organizations that comprise (and compromise) their internal and external efficacy.
2. Learn basic theoretical approaches to leader and leadership, and consequently examine the role of “leader” in organizational vision and influence.
3. Explore the concept of a learning organization and the leader’s role in crafting, assessing, and continuously improving the organization.
4. Experience (as possible) the range of organizational leadership issues and challenges, including effective organizational change processes, personnel development, and effective decision-making.
5. Integrate self as leader, organizational leadership facets, and real world issues and policy applications in student’s field of interest.

Course Readings/Texts

Greenwald, H.P. (2008). *Organizations: Management without control*. Thousand Oaks, CA: Sage.
Senge, P., Ross, R., Smith, B. Roberts, C. & Kleiner, A. (1994). *The Fifth Discipline fieldbook: Strategies and tools for building a learning organization*. New York: Currency Doubleday.
NOT Required, but may want/need to reference:
Senge, P. (1990). *The Fifth Discipline: The art and practice of the learning organization*. New York: Currency Doubleday.

Additional readings will likely be assigned, which will be either distributed in class directly or referenced.

Sequence of Classes, Topics and Assignments*

Class Date	Topic	Assignment Due
Thursday 2/12	Introductions – to self, to each other, to organizations and leadership	
19	Leader and Leadership Theories and distinctions	Leadership Theory Presentation Greenwald (G) Ch. 9
26	Introduction to Organizations	Greenwald (G) Ch. 1 & 2
3/4	Dimensions of Leaders (and implications for leadership): Understanding influence and vision at the individual level	G 6
11	The Learning Organization	Senge, et al. Fieldbook (SF) pp. 1-77
18	Dimension: Mental Models	Discussion Leadership Group 1 SF
25	Organizational Analysis field work	
3/28 – 4/6	Spring Break – No Class	
4/8	Dimension: Personal Mastery	Discussion Leadership Group 2 G 8, SF
15	Dimension: Shared Vision	Discussion Leadership Group 3 SF
22	Dimension: Team Learning	Discussion Leadership Group 4 SF
29	Dimension: Systems Thinking	Discussion Leadership Group 5 SF
5/6	Change Management	G 11
13	Organizational Analysis Presentations	Organizational Leadership Analysis Presentations
5/20	Organizational Analysis Presentations Conclusions and Synthesis No Final Exam	Organizational Leadership Analysis Presentations G13 & 14

Assignment Overview

All assignments are due on the date noted. Because assignments are complementary to class content and discussion, and because you are graduate students, late assignments will not be accepted without considerable circumstances pertaining. Unfortunately, “heavy workload” is not a considerable circumstance. When in doubt, ask.

Grading Scheme or Weight Attached to Different Assessments

Assignment	Points	%	Grading Scale
Discussion Leadership	150	30	A 466-500
Leadership Theory and Concept Presentation	50	10	A- 450-465
Organizational Leadership Analysis	150	30	B+ 435-449
			B 415-434
Weekly reading critical questions (10 pts. per)	100	20	B- 400-414
Attendance and Participation	50	10	C+ 385-399 C 370-384
TOTAL	500	100%	C- 350-369
			D+ 335-349
			D 320-334
			D- 300-319
			F 299 and below

Discussion Leadership – As a class, we are an organization, with many of the same characteristics and dynamics of a more formal organization. What is the vision for this class? What are the goals? How will we function to effectively meet these goals? Who will lead, and what role/s will each of us play? As a class we will discuss and decide expectations, responsibilities, and parameters (like a Board of Directors, upper management or policy-maker might) that will guide leadership plans and activities.

During the course teams (2-3 persons) will be assigned the formal leadership role for part of a class. Each team will be responsible for mastering the content of one of Senge’s 5 Disciplines, and subsequently leading the learning experience on that day of class within the: (a) objectives of the course (givens that you must work within), (b) vision, goals, expectations, and responsibilities generated by the class, and (c) parameters generated by the class.

Leadership Theory & Concept Presentation – In two-person teams, students will investigate an assigned theory of leadership. This inquiry should find answers to the following

1. Theory/Concept Overview – Explain the basic ideas, components, or beliefs.
2. Leadership Definition - How is leadership defined under this theory?
3. Operational Context - Where does leadership “reside” in this theory? What are the roles of the leader, follower, organization, and context?
4. Leadership Influence – By what means does one influence others?
5. Leadership Development - How is leadership developed according to this theory? What actions could be taken to develop leadership under this theory?
6. Strengths/Weaknesses - What are the strengths and weaknesses of this theory?
7. Lessons for Leadership - According to this theory, what are the three most important points one needs to know to be an effective leader?

Each team will prepare a 15-20 minute presentation explaining their assigned theory/concept in a creative, engaging manner, i.e., you should include:

- An opening that gets our attention and helps us connect to the topic
- An overview of your objectives – what is your point and where are you going
- The content presented in an interesting and interactive manner
- Practical examples that illustrate major facets of the theory
- BRIEF (1-2 PAGE) **HANDOUT** AS PROMPT AND GUIDE (with references and copies for all)
- A conclusion that sums your content and reemphasizes the important points

Organizational Leadership Analysis -

This **small group (no more than 3 persons)** assignment requires that you identify an organization and analyze the leadership processes at various levels of analysis utilizing Senge's five disciplines as a framework. You will then create a presentation explaining those processes, your analysis, and the implications for leadership. Specific guidelines for this project will be created and distributed in class.

Weekly Reading Critical Questions – Each week students are asked to submit three (3) thoughtful, intriguing, and critical questions that emerged from the reading assigned for that week. In some cases, these questions will be utilized to pursue a line of discussion (so note from where you drew the query). In all cases, your reading will inform your participation in discussion, and as such, your benefit from the course and your grade.

Attendance and Class Participation – Attendance and participation are expected. You will learn more and contribute more if you are involved and engaged. If you fail to participate, we will chat about it long before I need to apply this to your grade. Participation will be graded as Yes, Somewhat, or No.

General Course Expectations:

- Be present and punctual. You can't lead if you can't manage, especially yourself.
- Be prepared, be awake, be willing to engage and sometimes lead.
- Changes in course content or schedule may be made during the semester. Changes will be emailed to the class list as applicable.
- No late work accepted. Electronic submissions are acceptable (tmiddleb@udel.edu).
- All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting. A simple staple will suffice – no plastic covers.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical.
- Cherish diverse perspectives, take the risk of sharing your own, conflict in the spirit of learning.
- Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

Rubric for Discussion Leaders

	A Accomplished Complete and detailed	B Proficient Complete without detail	C Developing Incomplete	D/F Beginning Not Evident
Outline/Handout A written outline/handout is provided for the audience (Not required)	The outline/handout is complete, detailed and logically organized with key ideas, yet succinct	The outline/handout is organized with key ideas evident	The outline/handout lacks organization; the presenter-generated key ideas are not evident	No outline/handout provided or handout is filled with Xeroxed copies from other sources.
Organization of Discussion The topic is presented in an organized way following the outline.	The presentation is well-organized; the key ideas are highlighted with supporting details/examples; an opening and closing are evident; all required components are clearly evident.	The presentation is organized; the order is understandable with some details/examples; an opening and closing are discernable as are the required components.	The presentation has some organization, but may skip around; few details/examples are provided; most of the required components are evident..	The presentation lacks organization; key ideas are missing as an opening and closing; required components are missing.
Audience Engagement The presenter uses techniques to engage the audience with a variety of delivery strategies including audio/visual.	The audience is highly engaged at all times; a variety of delivery strategies are used to maintain the attention of the audience.	The audience is engaged most of the time; more than one delivery strategy is evidence to hold audience attention.	The audience is engaged some of the time; one delivery strategy is pre-dominant.	Little or no audience engagement is evident; one delivery strategy is used throughout.
Demonstration of Knowledge Base The presenter demonstrates a good working knowledge of the content area and related research.	The presenter demonstrates extensive knowledge of the research and literature; depth is provided in illustrations and in answering questions.	The presenter demonstrates sufficient knowledge of the research/literature ; in amplifying ideas and answering questions.	The presenter shows some knowledge of the research/literature; little amplification/depth is provided in examples and in answering questions.	The presenter has little or no knowledge of the content research/literature; few amplifications are provided or questions answered.

Comments:

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Organizational Analysis Assignment

The final assignment seeks to engage all the facets of organizational leadership covered over the course of this semester by examining and analyzing them in a real-world context. This includes the five disciplines as well as other related dimensions of successful leaders, leadership, and organizations.

This assignment is a group assignment, and as such you will be assigned a group grade.

There are many things your group must decide, and many opportunities to lead. Many parts of this assignment will be designed by you as the leader. Your mental models, largely based on your beliefs, values, goals, and self-knowledge, will always be the lens you start with for any analysis. Utilize the other individuals in your group to nudge your mental models in new directions. Thus, during parts of this assignment that are not clarified, you must draw on your creativity and initiative to carry you forward (just like in the real world). Remember, everything that you discuss in this class as it regards specific others and organizations is confidential.

The Tasks

1. Choose an organization.

Your group must choose a formal organization to analyze, preferably one in a field that some in the group find interesting – this is your first challenge as a group. The only rule is that the organization cannot be part of the University or be a student club. Be sure you have permission and access to all levels of the organization, as you will need to talk with some individuals. **Be very cautious** if you choose your current work setting – you will undoubtedly influence in some way, and you may not be pleased with what you find (nor might your superiors).

2. Create criteria. (50 points of summary paper – see item #4)

Utilizing information from class as well as your own sources, decide as a group on the most significant categories / dimensions that comprise the systems, and consequently the criteria by which you will analyze the organization. In other words, what will tell you about the current and potential success of the organization (excluding external forces beyond the control of the systems). For each criteria you should have a justification as to why you believe this dimension is critical to organizational success.

3. Create a plan for analysis.

As a group, and using your dimensions created in task 2, craft a plan for collecting information that will yield a reasonably valid assessment of that dimension of the organization. Again, be sure you have a justification for what you chose to do and what you chose not to do in order to acquire this information. Be sure to consider data sources that might fall outside the brains of those working for the organization (e.g., reputation, customer opinion, documents, etc.).

4. WHAT YOU TURN IN: Summary synthesis of your analysis. (100 points)

Using your collected information, write a summary paper explaining your criteria and assessment of the organization on each of the dimensions you identified. Ultimately render a judgment as to whether the organization is a “learning organization” or not, and propose suggestions for improvement.

5. WHAT YOU PRESENT: Presentation of Organizational Analysis. (50 points)

Prepare a brief presentation (20 minutes) explaining the following:

- a. your chosen organization – brief background
- b. the criteria you created and why
- c. your evidence collected
- d. your analysis – what do they do well and not so well
- e. As a leadership consultant, what you recommend to this organization to help them move toward becoming a learning organization?

*NOTE: Presentations will be graded on both content and delivery. Interactive, creative, engaging, illustrative presentations are not only more enjoyable, they help us learn better. Creative and intriguing approaches are highly encouraged.