



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2009-10

NEXT REVIEW:
2014-2015

STATUS:
A

COURSE TITLE: Management and Leadership

COMMON COURSE NUMBER: MAN3303

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: This course teaches students the basic concepts, principles, and techniques of business leadership. Emphasis is on developing a solid leadership foundation while centering them in the real themes, demands, and opportunities of an evolving and dynamic workplace. This course incorporates basic leadership skill development as it relates to the core aspects of the management practice.

UNIT TITLES

1. Understanding Leadership and the Changing Role of Management
2. Leadership Traits, Behavior, and Situational Variables as Predictors of Effective Leadership
3. Leader Influence and Power in Dyadic and Group Interactions
4. Contemporary Leadership Theories: Charismatic, Transformational, and Ethical Leadership
5. Leadership Effectiveness in an Evolving and Dynamic Workplace
6. Introduction to Leadership Skill Development

EVALUATION:

Students will be assessed through a variety of means. Evaluation may include, but is not limited to, the following: exams, quizzes, presentations, portfolios, discussions, class participation, attendance, projects, co-ops, practica, internships, externships, and research reports.

UNITS

Unit 1: Understanding Leadership and the Changing Role of Management

General Outcome:

- 1.0 The student shall understand and analyze the nature of leadership and management.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Summarize and compare the different contemporary definitions of leadership.**
- 1.2 Outline and contrast the different areas of leadership research in terms of approach, level of analysis, and relative focus, and explain why a more integrated approach is needed.**
- 1.3 Explain how the study of charismatic leadership reflects an integrative approach to the study of leadership.**
- 1.4 Identify and explain four criteria used to evaluate leadership effectiveness.**
- 1.5 Discuss the difficulty in defining leadership and evaluating leadership effectiveness.**
- 1.6 Identify and describe four different views related to differentiating management from leadership.**

MAN 3303

Unit 2: Leadership Traits, Behavior, and Situational Variables as Predictors of Effective Leadership

General Outcome:

- 2.0 The student shall understand the underlying frameworks of trait, behavioral, and contingency theories of leadership and the implications for leadership effectiveness.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Summarize early research findings related to trait theories of leadership.**
- 2.2 Define personality, describe each of the dimensions of the Big Five framework, and explain which personality traits are associated with effective leadership.**
- 2.3 Identify four types of intelligence, and explain how each relates to leadership effectiveness.**
- 2.4 Explain how Blake and Mouton's model differed from the earlier leadership behavior studies from Ohio State and the University of Michigan studies of leadership behavior.**
- 2.5 Recognize how leadership behavior can be described at both abstract and specific levels.**
- 2.6 Identify the three classifications of general leadership behavior, provide examples of specific behaviors associated with each, and explain how behaviors can be used effectively.**
- 2.7 Summarize the different contingency theories of leadership, identify the underlying assumptions of each theory, and explain how situational aspects affect leader effectiveness under each theory.**
- 2.8 Define participative leadership, identify the components of the Vroom and Yetton Normative Decision Model, and recognize significance of the model's decision rules on effective decision making.**

MAN 3303

Unit 3: Leader Influence and Power in Dyadic and Group Interactions

General Outcome:

- 3.0 The student shall understand the factors influencing a leader's ability to effectively interact with and influence others.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Define attribution and describe the two types of attribution leaders make about subordinates, and explain how the leader-member exchange relationship influences attribution.**
- 3.2 Describe the types of attribution followers make about leaders.**
- 3.3 Define impression management, identify impression management tactics, and explain how they are used by both leaders and followers.**
- 3.4 Describe how and why subordinates contribute to effective leadership, and identify and explain the behavioral and cognitive self-management strategies subordinates can use to help their leader be more effective.**
- 3.5 Identify and describe the common characteristics and appropriate leadership style for different types of teams.**
- 3.6 Identify and explain procedures used to facilitate team learning and team building.**
- 3.7 Describe the factors that influence group processes, identify leadership functions in decision groups, and outline procedures for leading successful meetings.**
- 3.8 Define power and describe the potential outcomes, sources of resistance, and influence processes related to the use of power.**
- 3.9 List and explain the five sources of power identified in the French and Raven Power Taxonomy, and show how different types of power can be classified.**
- 3.10 Summarize the guidelines for effectively using, acquiring, or maintaining the different sources of power, and describe two theories used to explain how power is gained or lost.**
- 3.11 Identify the various types of influence tactics and summarize how influence tactics can be used effectively to influence subordinates, peers, or superiors.**

MAN 3303

Unit 4: Contemporary Leadership Theories: Charismatic, Transformational, and Ethical Leadership

General Outcome:

- 4.0 The student shall understand the foundations of charismatic, transformational, and ethical leadership and analyze the potential effects of each on the organization.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Define charisma, and compare and contrast the major theories of charismatic and transformational leadership.**
- 4.2 Describe the traits, behaviors, influence processes, and conditions related to charismatic and transformational leadership.**
- 4.3 Distinguish between positive and negative consequences of charismatic leadership.**
- 4.4 Distinguish transformational behaviors from transactional behaviors.**
- 4.5 Explain how the application of transformational leadership behaviors can be used to improve leadership effectiveness.**
- 4.6 Describe ethical leadership, how it is assessed, and the individual determinants and situational factors influencing ethical leadership.**
- 4.7 Define servant, spiritual, and authentic leadership, and compare to transformational and charismatic leadership.**
- 4.8 List criteria used to differentiate ethical leadership from unethical leadership, and provide general examples of different leadership responses.**
- 4.9 Identify and describe ways organizations can promote ethical behavior and oppose unethical practices.**

Unit 5: Leadership Effectiveness in an Evolving and Dynamic Workplace

General Outcome:

- 5.0 The student shall understand the challenges leaders face in attempting to effectively manage organizational change and workforce diversity.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Identify reasons for resisting organizational change, recall how leaders should view resistance to change, and discuss specific strategies leaders can use to overcome resistance to change.**
- 5.2 Describe Lewin's three-step model of change, explain the importance of effectively managing each step in the change process.**
- 5.3 Contrast Lewin's three-step model with Kotter's 8-step plan for change, and discuss the advantages of having a more detailed guideline to successfully implementing change.**
- 5.4 Differentiate leader-based influences on organizational culture from organization-based influences and identify three leadership behaviors that influence organizational culture.**
- 5.5 Explain why vision is critical to organizational change, identify the characteristics of an effective vision, describe the four key elements of a vision, and outline the procedures for effectively formulating a vision.**
- 5.6 identify and describe the factors and processes involved in implementing organizational change, and describe the leader's role in creating conditions favorable to learning and innovation.**
- 5.7 Explain the relevance of cross-cultural research to leadership, and describe how cultural values and beliefs influence leader behavior and leadership effectiveness.**
- 5.8 Summarize the findings and limitations associated with research on gender and leadership.**
- 5.9 Explain the foundation for assumptions about gender differences in leadership traits, skills, behavior, and ability, and describe how gender-based stereotypes influence perceptions of leadership ability.**
- 5.10 Identify specific ways in which organizations can reduce discrimination in personnel decisions, and explain why responsibility for providing equal opportunity extends beyond human resources to all levels of management.**
- 5.11 Identify specific guidelines for managing diversity, and explain how each contributes to reducing work place discrimination.**

MAN 3303

Unit 6: Introduction to Leadership Skill Development

General Outcome:

- 6.0 The student shall realize the importance of leadership training and development, become familiar with the various techniques used to develop leadership skills, and understand the benefits and limitations of the different methods.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Describe the importance of leadership training and development, and explain its relationship to human resource management and strategic planning.**
- 6.2 Explain the role of the organization in facilitating leadership training and development, and outline how an organization can create a learning environment.**
- 6.3 Summarize the factors involved in designing and implementing effective leadership training and development.**
- 6.4 Describe how behavior role modeling, case discussions, and business games and simulations are used in leadership training.**
- 6.5 Define and explain how coaching, mentoring, action learning, special assignments, simulations, and 360-degree feedback are used in leadership development.**
- 6.6 Identify and describe self-help activities leaders can do to facilitate their own leadership development.**
- 6.7 Relate leadership skill development to core aspects of the practice of management.**