Welcome to Organizational Leadership and Decision Making

I have tried to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in Latte. Please familiarize yourself with these materials and feel free to ask me any questions that you may have. I will work with you all to help you learn and apply these new skills, and I encourage you to ask questions when you are unsure and answer questions when you have the responses; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and I hope that we’ll have open and enriching discussions as we move forward!
My introduction has been posted on the course Homepage. I look forward to reading your introduction (Discussion Topic: Week 1 – Introductions--> ) and getting to know you as well. Feel free to post a picture of yourself along with your Introduction.

**Related Programs:** Required Graduate-Level required course for MS in IT Management and MS in Health and Medical Informatics, elective in MSE, MS in Program and Project Management and MS in Information Security.

**Prerequisites:** None

**Course Description**

This course provides an opportunity for students to focus on leadership and the applicable skills needed to function as a leader in an organizational setting. The course looks at leadership as a process by which one person influences the attitudes and behaviors of others. It looks at leadership of organizations and groups, including teams. Concepts covered include various leadership theories and models, leadership across cultures, leadership ethics and attributes, organizational change/development, and, the role of the leader in establishing organizational culture and facilitating change. The course encourages self-assessment through group projects and leadership simulations.

**Online Course Content**

This section of the course will be conducted completely online using Brandeis’ Latte site, available at [http://latte.brandeis.edu](http://latte.brandeis.edu). The site contains the course syllabus, assignments, our Discussions bulletin board, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course. To begin participating in the course, review Week 1 Checklist.

**Overall Course Objectives**

Upon successful completion of this course, the student will be able to:

- Define leadership and recognize the basic functions of management and the complexities of leadership
- Demonstrate the ability to engage in critical self-reflection by applying feedback and knowledge gained from this practice
- Discern and articulate personal values, principles and goals and the implications for effective leadership in different contexts;
- Synthesize elements of personal and professional development into a comprehensive plan for growth; and
- Critically assess alternative conceptual models of leadership and the implications for personal, team and organisational effectiveness
- Examine the process of strategic planning
- Review and assess the importance of managing organizational change and globalization

**Materials of Instruction**
Course Syllabus: Organizational Leadership and Decision Making (RMGT 110)

There are a number of articles and cases listed for each week. You may not find it necessary to read each and everyone. It may seem like a lot, but most are pretty short.

Required Readings

The following articles and cases from Harvard Business Review publications and can be purchased as a course pack through the Brandeis Bookstore or through Harvard Business Online Coursepack link: https://cb.hbsp.harvard.edu/cbmp/access/44137662

Book

Articles
Paine, Lynn Sharp. (1994). Managing for Organizational Integrity. #94207

Cases
Bower, J.L. & Hout, S.E. (2012). Leaders Who Make a Difference: Sam Palmisano's Smarter IBM: Day 1, # 311030-PDF-ENG **

Cases – optional


Other Required Reading

Other articles and cases will be posted in each week as indicated in the Course Outline.

Self –Assessments

Some weeks have self-assessment “quizzes.” These are not required and are not graded; the answers will be shown when you submit the quiz.

Overall Grading Criteria
**Course Syllabus:** Organizational Leadership and Decision Making *(RMGT 110)*

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
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<tbody>
<tr>
<td>40</td>
<td>Class participation</td>
</tr>
<tr>
<td>60</td>
<td>Term Project (Weeks 2 [10%], 5 [20%], 10 [30%])</td>
</tr>
<tr>
<td>100</td>
<td>Total</td>
</tr>
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</table>

### 12. Description of Assignments

Details of all assignments can be found in the Assignment Details document located on the Assignments page of the course.

#### 1. Discussions/ Online Participation

Given the lack of a traditional classroom environment, all student participation will be done online via Latte. Each week there will be 1 or 2 discussions that you must participate in. Discussion questions (DQ) can be found in the Forums. All discussion due dates assume midnight EST.

The following are the *minimum* requirements for discussion participation.

1. **Post in the discussions on at least 3 out of the 7 days each week.**

2. **Initial responses to each of the discussion topics are due** by end of day **Saturday (midnight EST).** These responses should be 350-500 words (350 words minimum) and include your own insights into the topics. You must demonstrate an integration of theory and experience. Any relevant sources used within the post should be cited appropriately.

3. **Post (at least) 2 follow up responses in each of the discussion topics** by end of day **Tuesday (midnight EST) each week.** These other posts will be responses to the discussion topic messages of others. They must be substantive more than a couple of sentences. *The assumption is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights.*

**Completion of the above criteria does not guarantee full credit for the weekly discussion.** Timely participation is important to ensure that everyone has the necessary input from others to complete their own work. Keep in mind that these postings to the Discussions forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. *These discussions are required so that you can share your knowledge and ideas while gaining from the experiences of your peers as well.*

**Discussion Evaluation:**

Each week students are required to post an original response to each discussion question by Saturday, and two follow up responses in each discussion by Tuesday. Discussions will be evaluated on

- Timeliness
Initial response to each topic that is based primarily on your analysis of
  o Personal experience
  o Research you have conducted
  o Your opinions
  o Grammar/format/sources noted as appropriate
  o Sufficient detail - original responses should be 350-500 words

Follow up responses (minimum of 2 in each topic)
  o Your responses to colleagues are meant to share thoughts and experiences, but
    the content of each post must bring something new and valuable to the class. I
    expect each of your replies to be more than just 1 or 2 sentences, and, where
    possible, you should support your comments with reading from elsewhere.
    Postings that don’t add to the discussion will not contribute to your grades.

2. Term Project

In addition to the discussions and homework assignments, you will be expected to
complete and submit an individual term project in 3 parts. The purpose of this
individual term project is for you to further develop, extend, and demonstrate your
understanding of leadership through an individualized scholarly project. (Details are
found in the Assignment Details document)
  • Part 1 due end of Week 2
  • Part 2 due the end of Week 5
  • Part 3 due the end of Week 10

Please refer to the Late Work under Course Policy and Procedures.

II. Weekly Information

<table>
<thead>
<tr>
<th>Week 1</th>
<th>The Meaning of Leadership – (9/14-9/20)</th>
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</thead>
</table>
| **Objectives** | Explain the essential elements of a management structure
| | Identify the main aspects of executive management
| | Discuss your own view of the characteristics needed by a successful leader |
| **Readings** | Module Topics Course Room > Week 1 |
| | *Crucibles of Leadership* Chapter 1
| | Anders - *Leaders Turn Attention to Followers*
| | George, et al. - *Discovering Your Authentic Leadership*
| | Zaleznik - *Managers and Leaders: Are they different?*
| **Assignments / Assessments / Self-Assessments** | Discussions - post a response to the topic(s) as described in the section on
| | Discussions/Online Participation above.
| | Note: Refer to the *Description of Assignments/Online Participation*
| | section above for discussion expectations and evaluation methods.
| | The complete text of discussion questions required for each week may be found
| | each week’s discussion Forum.
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Leadership Development, Emotional Intelligence - (9/21-9/27)</th>
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| **Objectives** | • Learn and assess different ways of leading  
• Understand the components if emotional intelligence and its impact on leading |
| **Readings** | Module Topics - Course Room > Week 2  
• *Crucibles of Leadership* Chapter 3 and Chapter 4  
• Cherniss - *Emotional Intelligence: What it is and Why it Matters*  
• Goleman - *What Makes a Leader?*  
• Rooke and Torbert- *Seven Transformations of Leadership*  
• *Testing your EQ* – Self Evaluation  
• *Testing Your Emotional Intelligence* – Self Evaluation |
| **Assignments / Assessments / Self-Assessments** | Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above.  
**Term Project Part 1 due by Tuesday Week 2** |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Communication and Leadership – (9/28-10/4)</th>
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| **Objectives** | • Understand the importance of communication  
• Explain effective business communications  
• Discuss the importance of effective verbal communication  
• Discuss the importance of nonverbal communication |
| **Readings** | Module Topics - Course Room > Week 3  
• *Crucibles of Leadership* Chapter 6 p. 113 – 131  
• Cohen – *How to Fight Fires*  
• *Argumentation/Persuasion: Logic in Argumentative Writing*  
• Gallagher - *How to Give Strength-Based Feedback*  
• Livingston - *Pygmalion in Management* |
| **Assignments / Assessments / Self-Assessments** | Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above. |

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<tr>
<th>Week 4</th>
<th>Organizational Ethics and Values – (10/5-10/11)</th>
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| **Objectives** | • Provide a definition for organizational ethics  
• Describe the role ethics play in an organization  
• Describe how an organization's ethics affect teams  
• Understand the effect ethics have on decision making |
| **Readings** | Module Topics - Course Room > Week 4  
• Covey – "Authentic Leaders: They Are Centered on Principles,” *Leadership Excellence* p.20  
• Graf, et al. - *Two Independent Value Orientations: Ideal and Counter-Ideal Leader Values and Their Impact on Followers' Respect for and Identification with Their Leaders*  
• Paine - *Managing for Organizational Integrity*  
• Navran - *Ethical Dilemmas in the Everyday Workplace*  
• Singer – *Making Ethics Part of a Company* |
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| Assignments / Assessments / Self-Assessments | Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above. |

**Week 5** Visioning and Strategic Planning – *(10/12-10/18)*

**Objectives**
- Explain the importance of internal assessment
- Explain the importance of external assessment
- Relate the role of internal assessment to strategic planning
- Relate the role of external assessment to strategic planning

**Readings**
- *Crucibles of Leadership* Chapter 5 and Chapter 6 p 131-152.
- Comerford & Calaghan – *Strategic Management: Text and Tools for Business Policy*
- Collins – *Turning Goals into Results: The Power of Catalytic Mechanisms*
- Collins & Porras – *Building Your Company’s Vision*
- Doran – *There’s a S.M.A.R.T. Way to Write Management’s Goals and Objectives*
- Lencioni – *Make Your Values Mean Something*
- Strategic Leadership

**Assignments / Assessments / Self-Assessments**
 TERMS PROJECT PART 2 due by Tuesday Week 5

**Week 6** Organizational Structure and Performance – *(10/19-10/25)*

**Objectives**
- Identify different kinds of organizational structure
- Discuss the relationship of structure to strategy
- Set out how a leader uses structure to effect decisions

**Readings**
- *Crucibles of Leadership* Chapter 9
- Siggelkow – *Evolution Toward Fit*
- Smith – *Welcome to a PMO for the 21st Century*
- Klenke – *IS Leadership in Virtual Organizations*
- Beer – *Big Shoes to Fill*

**Assignments / Assessments / Self-Assessments**
- Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above.

**Week 7** Teamwork, Team Roles and Development – *(10/26-11/1)*

**Objectives**
- Discuss motivation in the leadership of teams
- Understand types of problems that may arise when attempting to motivate teams
- Identify skills leaders need for a team environment
- Identify the benefits derived from using teams in an organization
- Understand ways to develop effective teams that are collocated and
## Course Syllabus: Organizational Leadership and Decision Making (RMGT 110)

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<tr>
<th>Week 8</th>
<th>Culture and Leading – (11/2-11/8)</th>
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| **Objectives** | - Discuss the nature of corporate culture  
- Describe the impact of corporate culture on a CEO’s strategic plan  
- Understand the effect of the CEO’s style on corporate culture |
| **Readings** | Module topics - Course Room > Week 8  
- Agarwal and Ferrat - *Enduring Practices for Managing IT Professionals*  
- Caudron - *Rebuilding employee trust*  
- *Corporate Culture*  
- Mowat - *Corporate Culture*  
- RobertoCarioggia - *Mount Everest – 1996* |
| **Assignments / Assessments / Self-Assessments** | Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above. |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Decision Making – (11/9-11/15)</th>
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| **Objectives** | - Become familiar with the attributes to effective decision making  
- Describe the value of team decision making  
- Discuss conflict as it appears in the work place  
- Identify different methods for resolving conflict  
- Understand how conflict can affect team decision making |
| **Readings** | Module Topics - Course Room > Week 9  
- Brenner, R. - *101 Tips for Effective Meetings*.  
- *Consensus Decision Making*  
- Garvin and Roberto - *What You Don’t Know About Making Decisions*  
- Meetings, Meetings, Meetings  
- RobertoCarioggia - *Mount Everest – 1996* |
**Course Syllabus**: Organizational Leadership and Decision Making *(RMGT 110)*

<table>
<thead>
<tr>
<th>Assignments / Assessments / Self-Assessments</th>
<th>Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above.</th>
</tr>
</thead>
</table>

**Week 10** Globalization/Organizational Change – *(11/16-11/22)*

| Objectives | Describe an organizations life cycle  
Understand why organizations change  
Understand how organizational change affects teams  
Explain why there is resistance to change |
|---|---|

| Readings | Module Topics - Course Room > Week 10  
*Crucibles of Leadership* Chapter 7  
*Worldly Wise* |
|---|---|

| Assignments / Assessments / Self-Assessments | Discussions - post a response to the topic(s) as described in the section on Discussions/Online Participation above.  
**Term Project due by Tuesday Week 10** |
|---|---|

**Class Calendar**

Online class weeks begin on Wednesday and end at midnight on the following Wednesday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment due in addition to Discussion Threads</th>
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<tbody>
<tr>
<td>1</td>
<td>September 14-20</td>
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<tr>
<td>2</td>
<td>September 21 – 27</td>
<td>Term Project Part 1</td>
</tr>
<tr>
<td>3</td>
<td>September 28 – 10/4</td>
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<tr>
<td>4</td>
<td>October 5 – 11</td>
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<tr>
<td>5</td>
<td>October 12 – 18</td>
<td>Term Project Part 2</td>
</tr>
<tr>
<td>6</td>
<td>October 19 – 25</td>
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<tr>
<td>7</td>
<td>October 10/26 – 11/1</td>
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<tr>
<td>8</td>
<td>November 2 – 8</td>
<td></td>
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<tr>
<td>9</td>
<td>November 9 – 15</td>
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<tr>
<td>10</td>
<td>November 16 – 22</td>
<td>Term Project Part 3</td>
</tr>
</tbody>
</table>
III. Course Policies and Procedures

Work Expectations

Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments and discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Wednesday evenings).

Late Work

Written assignments will receive a 10% per day reduction in grade.

Original discussion postings will have .5 (one half) points deducted for an original response that is 1 day late; 0 points will be earned for original responses more than 1 day late. 0 points will be earned for late substantive replies.

Grading Standards

Grades are not given but are earned. Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments except those designated as "optional group case study assignments" are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

Feedback

Grades for all assignments and discussions will be posted in the course gradebook. Feedback will be provided on all assignments within 10 days of receipt. In addition, students will receive a weekly feedback email within 10 days of the end of each week on discussion posts (participation) submitted that week. Students may keep track of total points accumulated to date by reviewing the grade book.

Confidentiality

For your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

IV. University and Rabb School Graduate Professional Studies

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html. We would like to highlight the following.
Learning Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty & Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source." In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook" AND "Continuing Studies Student Handbook". You should read these publications, which all can be accessed from the Continuing Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School for Continuing Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change.