Instructor: Dr. Jerry Schoenfeld
Phone: 239-590-7388 (office)
        239-272-2374 (cell)
Email: gschoenf@fgcu.edu
Office: Lutgert Hall room 3359
Office Hours: Monday/ Wednesday/ Friday 11:00 – 12:00
             Monday/ Wednesday 2:00 – 3:00
             & by arrangement

My Background:

Jerry Schoenfeld is a founding faculty member and an Associate Professor of Management in the Lutgert College of Business at Florida Gulf Coast University (FGCU). He has previously served as Chair of the Management Department and Director of the M.B.A. program. Jerry earned his doctorate degree in the areas of Human Resource Management and Strategic Management from the University of Pittsburgh.

Jerry has consulted extensively for the last thirty years and his employment history includes having worked for one of the largest International Human Resource Management consulting firms. A partial client list includes: United States Steel, Westinghouse, Coca-Cola, New York City Police Department, Wacoal (Japan), General Motors of Canada, PPG Industries, the FDIC, and Xerox. In the state of Florida, Jerry has consulted with the Barron Collier Corporation, Broward County School District, Collier County Government, Florida Department of Health, Lee County Sheriff’s Department, Lee Memorial Health System, Moorings Park, and Wilson Miller, among many others. His work with these organizations has included, but is not limited to: strategic planning, cultural change, the development of a wide array of selection devices (e.g., interviewing skill training and assessment centers), performance appraisal development and implementation, career development systems, team building, human resource planning, quality of work life programs, total quality management, and numerous...
customized training programs and workshops.

Jerry teaches courses in the Executive MBA, MBA, and undergraduate levels. His principal research interests are in the areas of leadership; self-efficacy; performance appraisal; human resource strategy, and teaching effectiveness. Jerry has authored numerous academic and practitioner articles on business management and human resource management and has presented his work at many professional conferences and meetings.

Jerry is active in a number of professional organizations including the Society of Human Resource Management at the national, local (HRMA of SWFL, Collier County HRA), student (where he is the advisor of the FGCU chapter) levels, Southern Management Association, Academy of Management, Industrial Relations Research Association, American Psychological Association, and Society of Industrial and Organizational Psychology.

**Course Description**

*From Catalogue:* **MAN 6266 - The Challenge of Leadership - 3 credit(s)**

Engages students in a variety of activities designed to enhance their understanding of the challenges which confront today's business professionals. In addition to specific skill development in the areas of problem-solving, written and oral communications, leading teams, and goal setting, it will include models for examining personal career paths, ethical decision-making, and the role of organizational change-agents.

*Expanded Course Description:* The ability to influence and lead is a skill all college grads must possess to thrive in our knowledge-based economy. Employers desire it and entrepreneurs need it. This course will introduce you to the study of leadership and its use in achieving excellence in organizations. In this course you will be engaged in a variety of activities designed to enhance your understanding of the challenges, which confront today’s business professionals. We will focus on how a true leader can create new ways of thinking and behaving -- ways that not only will result in more productive and satisfied employees, but will also help employees achieve their organizational goals and objectives. You will learn about leadership styles and the differences between management skills and leadership skills and the role of leadership in a global market. In addition, attention will be given to the specific skills and tools that can enhance your role as a leader in your current and future organizations. Examples of these skills and techniques include: time management, problem solving/creativity, motivating others, empowerment, communications, public speaking, team building, and strategic planning. These skills and theories presented will be synthesized and personalized to better understand your potential role as a leader and will be the basis for a individual self improvement and professional development plan for your future growth and personal success.

**Pre-requisite:**

None.

**College of Business Curriculum Placement:**

This is a core course required by all MBA students and for students in other graduate programs. The knowledge and skills of this course will be useful in all other graduate courses.
Lutgert College of Business Mission Statement
The Lutgert College of Business educates students from Southwest Florida and beyond to address local and global business challenges. We are dedicated to student learning, scholarship, service, and community relationships that foster entrepreneurship and economic growth.

Management Department Mission Statement
We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.

The Lutgert College of Business (LCOB) has established Learning Goals and Learning Objectives for all graduates of its undergraduate programs. The Learning Goals and respective course Learning Objectives are listed below. Upon completion of the course, the student should be able to:

<table>
<thead>
<tr>
<th>MBA Graduates will: LCGS (leadership critique global strategies)</th>
<th>Learning Objectives – graduates will be able to:</th>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have leadership abilities</td>
<td>• Prepare and present reports that are clear and concise. • Work effectively with others as both a participant and a leader in a diverse team.</td>
<td>* Implement and develop a three part strategic plan for professional development.</td>
<td>▪ Interview/Shadowing Assignment ▪ Occupational Assessment Plan ▪ Self-Directed Learning Log ▪ Strategic Plan for Continued Improvement ▪ Canvas Participation</td>
</tr>
<tr>
<td>✓ Demonstrate effective communication skills. ✓ Construct personal leadership plan.</td>
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<tr>
<td>Be critical thinkers: ✓ Formulate effective solutions to business problems.</td>
<td>• Solve business problems using critical thinking and analytical approaches.</td>
<td>* Identify and assess individual leadership skills and capabilities.</td>
<td>▪ Interview/Shadowing Assignment ▪ Occupational Assessment Plan ▪ Self-Directed Learning Log ▪ Strategic Plan for Continued Improvement ▪ Canvas Participation</td>
</tr>
</tbody>
</table>
Have global awareness
✓ Evaluate the global impact of business decisions.
✓ Explain the ethical implications of business decisions.

• Apply knowledge of the diverse demographics and environmental complexities to decision making within a global operating environment.
• Apply legal, ethical, social and environmental considerations to business problems and opportunities.

* Demonstrate an awareness of different styles and approaches to leadership in diverse situations.

* Demonstrate and apply core philosophies and concepts of the major leadership theorists.

Have a strategic perspective
✓ Synthesize interdisciplinary knowledge to make strategic decisions.
✓ Examine the environmental impact of business decisions.

• Analytically link interdisciplinary business data, knowledge, and insight to make quality strategic decisions.

* Demonstrate application of a variety of business skills necessary to function as an effective leader in a modern organization.

* Interview/Shadowing Assignment
  ▪ Occupational Assessment Plan
  ▪ Self-Directed Learning Log
  ▪ Strategic Plan for Continued Improvement
  ▪ Canvas Participation

Teaching Philosophy

My approach to teaching incorporates five key objectives: making the content relevant to the learner, maintaining a sincere level of enthusiasm for the topic, preparing for each lecture, setting challenging expectations for class participants, and being fair with and interested in each student. My main goal is for students to achieve the necessary level of understanding of the pertinent concepts and techniques relevant to the course domain while, simultaneously developing the needed skills and abilities needed for success in the business world.

To achieve these objectives and for my own self-development, I continually seek to incorporate new and innovative learning methodologies for classroom content delivery. I feel every class has its own "personality" and based on perceived class capabilities and size, I customize each course to maximize student interest and participation. By structuring each class so that students can be actively involved, the classroom becomes an avenue for critical thinking and the experimentation of new ideas.

I believe students deserve material which is current, relevant and practical as possible. To maintain currency and enthusiasm in the content domain of courses taught, I believe that I have a responsibility to remain current in the field and remain professionally active. As a professor, I feel that I also have an obligation to contribute to the larger academic environment and support activities which promote student development.
# Required Texts

**Textbook 1**

**At Bookstore:**

**Book 2**

**Leadership book:** You will also choose a leadership book of your own choosing for the required book critique. This may be purchased from a vendor of your own choosing or from your local library.

# Course Website

We will utilize the course CANVAS website throughout the semester as our classroom. Course announcements and changes to the syllabi will also be posted on the CANVAS website. Please visit this site frequently throughout the semester. You will be responsible for this content.

Please make sure you have a picture of yourself on CANVAS. It will greatly help in allowing me and your classmates to learn your name.

# Grading

For more information on each assignment, please refer to the “assignment specifics” section that follows and the Canvas course page.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewing/Shadowing</strong></td>
<td>15%</td>
<td>February 3, 2016</td>
</tr>
<tr>
<td><strong>Occupational Assessment Report</strong></td>
<td>10%</td>
<td>February 17, 2016</td>
</tr>
<tr>
<td><strong>Mid-Term Exam</strong></td>
<td>10%</td>
<td>February 24, 2016</td>
</tr>
<tr>
<td><strong>Leadership Book Critique and Presentation</strong></td>
<td>20%</td>
<td>March 16, 2016</td>
</tr>
<tr>
<td></td>
<td>written report</td>
<td>March 16/23, 2016</td>
</tr>
</tbody>
</table>
**Self-Directed Learning Log**
- worth 20% of final grade  - Due April 20, 2016
  - Sample log entry for one learning module
    for developmental feedback  - Due February 10, 2016

**Final Exam/ Strategic Plan for Continued Improvement**
- worth 15% of final grade  - Due April 27, 2016
  - Sample plan for one skill area
    for developmental feedback  - Due April 6, 2016

**Class Preparation and Participation**
- worth 10% of final grade  - Due each week

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**Course grades will be based on the following criteria:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>975 - 1000</td>
<td>A</td>
</tr>
<tr>
<td>925 - 974</td>
<td>A-</td>
</tr>
<tr>
<td>875 - 899</td>
<td>B+</td>
</tr>
<tr>
<td>825 - 874</td>
<td>B</td>
</tr>
<tr>
<td>800 - 824</td>
<td>B-</td>
</tr>
<tr>
<td>775 - 799</td>
<td>C+</td>
</tr>
<tr>
<td>700 - 774</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 700</td>
<td>F</td>
</tr>
</tbody>
</table>

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**Assignment Specifics:**

MORE DETAILS FOR EACH ASSIGNMENT WILL BE ON CANVAS

**Interview/Shadowing -**
You should interview at least one successful manager and attempt to discover which business professional skills they believe are most important and how they develop these skills. If possible, you should spend part of a day "shadowing" this person at work.

- worth 15% of final grade.
Occupation Assessment Plan

This is a three-part assignment focused on an analysis of your desired or current occupation/job, the company that you would like to work for and a broad description of this company's industry. This assignment relates to your interview assignment and will make you better informed for your self-directed learning log and strategic plan for continuous improvement.

- worth 10% of final grade

Leadership Book Critique and Presentation-
You and a partner are to critique a leadership book of your own choosing that is approved by your professor (we will be trying to avoid duplication in leadership book selections within the class). To facilitate your critique please use the following web site: http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review. This site is from the University of Toronto and here you will find specific information on how to conduct a book critique. Please follow these guidelines, incorporating each of the eight questions into your report. Total pages for the critique should be from 7 - 10 pages double-spaced. You are to use this report to create a 10 - 15 minute presentation using PowerPoint and a class handout.

- worth 20% of final grade

Self-Directed Learning Log -
For each learning module/ chapter please complete the following:

Step 1: Assess your skills by completing the diagnostic surveys in the Skill Assessment section at the beginning of each chapter using the assessment website for the textbook. Please remember to always complete these surveys prior to reading or reviewing the chapter Skill Learning material. Be honest with yourself! These are not graded but need to be completed. Please note that I do not desire copies of your completed surveys, just your results.

Step 2: Read the Skill Learning Material from your textbook. Next, summarize your findings from the Skill Assessment surveys in relation to what you have learned from the text. Did the text mention important ideas that you never have considered? Do you do things pertaining to a particular skill area that the text did not mention? What are your perceived strengths and weaknesses? Record your findings in a couple of paragraphs. Be sure to include personal growth objectives going forward for this topic.
Step 3: In this step 3 section you are to complete Skill Learning activities that were assigned as homework and completed in class. Summarize your learning from completing the in-class assignments.

Step 4: Describe at least two examples (preferably more), one from the past and one from the present where you have had an opportunity to utilize the skill focused on in this module/chapter. If possible, choose experiences to relate that happened fairly recently and which had a particularly positive or negative outcome. In your description, tell what happened, who was involved, what the outcome was, and how you felt. Use the STAR technique in your description – Situation, Task, Action, Results. Next assess the outcome and state what you would do again and what you would do differently in the future when faced with a similar situation.

When completed your self-directed learning log will contain sections for each weekly learning modules/chapter. Within each section will be the information collected in completing steps 1 - 4 above. An example of a completed learning log for one module will be found on the Canvas course page.

- worth 20% of final grade

Strategic Plan for Continuous Improvement -

The creation of your strategic plan should "mimic" the process followed by any business entity. You should begin with a mission. Next, you should create a few broad strategic goals that you hope to achieve three of five years hence. These long term goals should be followed with developmental goals for each leadership skill area covered during the semester (a list will be provided on Canvas) the course these should include operational plans (or steps) for achievement for each developmental goal.

- Worth 15% of your final grade

The following is a suggested format.

1. Provide a general overall reflection of your skill level for all of the areas focused on this semester prior to the onset of this course. Next describe briefly where you have grown/improved as a result of this course. To complete this section you should utilize the PAMS report and the self-directed learning log (1-2 page maximum).

2. What is your life's mission? Remember this is a guiding force in your life! Directions for completing this will be found in the Angel course page.

3. Where do you want to be in three to five years? Include work/career but do not limit it only to this area. These are your long term goals.

4. For each of the leadership skill covered this semester, generate specific and detailed developmental plans Each developmental plan should include:

a) Self-evaluation - based on self-directed learning log entries, what are your self-perceived strengths and weaknesses in this area? Make sure to utilize course
concepts and terminology!

b) What is (are) your goal(s) in this area? Remember "SMARTER"

c) What is your plan to achieving your goal? List the incremental action steps (think small-wins strategy!)

5. Provide a summary and identify some benefits/ rewards you expect to receive from the successful completion of your goals.

REMEMBER: Keep a copy for yourself!! This is your personal strategic plan.

Some additional examples will be placed on the Canvas course website.

Credit Hours/ Weekly Hour Workload

For this course you should expect on average to spend an additional 1 – 2 hours per credit hour preparing outside of class each week. Therefore, for this 3 credit hour course you should expect to spend 3 - 6 hours per week reading course materials and preparing for course assignments on average throughout the semester.

Teaching Methods/ Learning Strategies

Course will be conducted as a seminar, which will include instructor presentation, class and Canvas participation, individual and group exercises, case analysis, individual research, and individual and group presentation. The first part of most classes will use a traditional learning strategy of instructor presentation and class participation. The second part of each class will use exercises, cases studies, class discussion, and class presentation.

Learning strategies will be student focused, using both self-directed and group interaction. Students will be encouraged to apply his/her own professional experiences and perspectives to support and reinforce class material, class debates, and in-class and Angel discussions.

Use of Technology in the Classroom Policy

Technology is an essential part of today’s learning environment. With the increasing use of technology, the need for the responsible use of such technology has likewise increased. Most FGCU students have, at some point, sat next to students who used their laptops or PDAs in class to check e-mail, talk to friends, text message, search the internet or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, we will implement the following policy: Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDAs in class is prohibited. Please respect your fellow students and professors and abide by this technology policy. Thank you.
University Statements

Key Calendar Dates

- January 12             Last day of Add/ Drop (100% refund)
- January 13             Cancellation for non-payment begins
- February 2             Last day to drop all classes (25% refund)
- March 7 – 12           Spring Break
- March 22               Last day to drop without academic penalty
- April 25               Last Day of classes

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Distance-Learning
Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

Online Tutorials
Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

ANGEL Learning Management System and Demonstration Site
Information on ANGEL is available online at http://elearning.fgcu.edu/frames.aspx and http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

Library Resources: Main page: http://library.fgcu.edu/
The following outline indicates the topics to be covered and assigned readings for the semester. While an effort has been made to balance the workload throughout the course, as in the real world, there will be periods of time during the semester when the workload is greater. Therefore, it is recommended that you review this syllabus carefully and plan your time accordingly. Please note that the schedule may vary and I may make modifications as the term progresses.

### MAN 6266 Challenge of Leadership Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
</tr>
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</table>
| January 6  | Topic: Course Introduction / Leadership vs. Management  
Read: Whetten Intro |
| January 13 | Topic: Developing Self-Awareness/        
Read: Whetten Chapter 1 |
| January 20 | Topic: Time Management/ Work-Life Balance  
Read: Whetten Chapter 2 |
| January 27 | Topic: Solving Problems Creatively        
Read: Whetten Chapter 3 |
| February 3 | Topic: Communication & Coaching/ Counseling  
Read: Whetten Chapter 4 |
| February 10 | Topic: Interviewing Skills         
Read: Whetten Supplement B |
| February 17 | Topic: Power and Influence          
Read: Whetten Chapter 5 |
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Read</th>
<th>Topic</th>
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<tbody>
<tr>
<td>February 24</td>
<td>Mid-Term Exam</td>
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<tr>
<td>March 2</td>
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<td></td>
<td>Topic: Motivating Others</td>
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<td></td>
<td>Read: Whetten Chapter 6</td>
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<tr>
<td>March 16 / 23</td>
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<td>Topic: Leadership Book Presentations</td>
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<td>Read: Whetten Supplement A</td>
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<tr>
<td>March 30</td>
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<td>Topic: Managing Conflict</td>
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<td></td>
<td>Read: Whetten Chapter 7</td>
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<td>April 6</td>
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<td>Topic: Empowering and Delegation</td>
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<td>Read: Whetten Chapters 8</td>
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<tr>
<td>April 13</td>
<td></td>
<td></td>
<td>Topic: Team Leadership</td>
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<td>Read: Whetten Chapter 9</td>
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<tr>
<td>April 20</td>
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<td></td>
<td>Topic: Leading Change</td>
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<td></td>
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<td></td>
<td>Read: Whetten Chapter 12</td>
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<tr>
<td>April 27:</td>
<td>FINAL EXAM/ Strategic Plan for</td>
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<td></td>
<td>Continued Improvement Due</td>
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