

**Spring 2023 - MAN 6774 – Executive Leadership**  
**3 Credit Hours**

Instructor: K. Doreen MacAulay  
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Meeting Date: March 3,4,18 & April 7,8,22  
Meeting Time: 8:30am – 12:30pm EST

Phone: 813-203-7657 (cell – feel free to text or call)

**Office Hours:** Virtual & By Appointment

**Delivery Method:** In Person - BSN230

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**Catalog Description –**

This course is designed for graduate students who are or aspire to be top executives in triple bottom line organizations. The underlying assumption of this course is the mission of executive leaders is to achieve high commitment and high performance.

**Learning Outcomes –**

- 1) Describe characteristics of a triple bottom line organization.
- 2) Discuss various factors associated with effective leadership including but not limited to traits, behaviors and styles.
- 3) Identify organizational elements leaders can influence to positively impact organizational productivity.
- 4) Present innovative and creative strategies to address specific challenges or opportunities of interest to executive leadership.

**Required Reading –**

- 1) Lippitt, M.B (2014). Brilliant or Blunder: 6 ways leaders navigate uncertainty, opportunity and complexity.
- 2) Articles assigned on Canvas. Canvas will have 6 modules set up for you. There is a module for each class.

**Pedagogical Approach**

My Role is to be a facilitator on your academic journey. To do this, I will employ the following

- Assigned readings
- Lectures
- Research
- Presentations
- Class and small group discussions

Class sessions are used to highlight key material from the readings, discuss and answer questions, and introduce new materials. Class sessions are characterized by an informal,

relaxed atmosphere. Freedom of expression is encouraged and expected. The reading material assigned for a class will be the basis for discussion (rather than reiteration). Reading material before class will benefit you and your colleagues. If you are not able to attend a class, please alert the professor via email BEFORE class.

**Modality** – This is an in-person class. Sessions will not be taped by the professor to allow for open and frank discussions. If you need to miss a class, please speak with the professor to obtain material missed.

## Grading Scale and Requirements

Grading Scale		
A+	97-100	Exceptional work
A	93-97	Superior work
A-	90-93	
B+	87-90	
B	83-87	Above average work
B-	80-83	
C+	77-80	
C	70-77	Average work
D	60-70	Below average work
F	<60	Fail

Requirement	% of Final Grade
Engagement (2 points * 6 Classes)	12%
Assignment #1 – Team Article Lead	10%
Assignment #2 – Team Workshop	30%
Assignment #3 – Point/Counter Point	20%
Assignment #4 – My What If	10%
Assignment #5 – Action Journal (3 points * 6 Classes)	18%
<b>Total</b>	<b>100%</b>

### Engagement

**Due: Each Class (2\*6 classes = 12)**

**Deliverable: Be alert and participate in the class.**

**Details:** To create the best possible learning environment, everyone will be expected to prepare and participate. Preparation involves reading all required material. Engaging requires not only participating in the discussion but actively listening and challenging others in the room.

You are responsible for demonstrating your involvement in the class. If you feel you were not given the opportunity to show that you were prepared, there will be a place provided

for you in canvas to demonstrate that you were engaged in the learning process (See Class Engagement Grade under each module). Please note, if you have actively participated in class, you do not have to submit anything.

Grading of engagement – Present with no interaction 1; Present and interact only in group activities or exercises 1.5; Engaged in answering questions, asking questions, and participating in group activities 2.

### **Assignment # 1 – Article Lead**

**Due: Based on Course Schedule below (10%)**

**Deliverable: Valuable input on article. No written submission required.**

**Details:** Everyone is expected to read the articles listed for each week. Additionally, for each class, there will be one individual from each group assigned to an article for that week. These people will be responsible to help encourage conversation. They may be asked to provide a brief summary and start the class discussion on the paper. You can be creative with this, or you can simply be reading to answer questions on the article. The assigned dates are to be reviewed and any changes submitted by the end of the first session.

### **Assignment # 2 – Team Workshop**

**Due: Week Before; Presented based on Course Schedule below (30%).**

**Deliverable: 30-minute workshop; 1 page summary**

**Details:** Each team will select one of the topics listed below. The team goal is to develop innovative and creative workshop to bring the selected topic to life. The objective is to “think like a creative CEO.”

- Your team will provide a “fresh” leadership approach to the selected topic.
- At a minimum, each team introduces and defines the topic, followed by an example of “typical CEO behavior” in managing the topic (A cheat sheet of things to do or watch out for)
- Then, your team should present creative and alternative methods that yield high commitment and high performance.
- Your team should provide a summary that highlights your innovative and creative approach.

Your team may choose any of the topics listed below or if your team wishes to select another subject, please obtain approval. Teams should select their topic early since selection is on a first come, first served basis. You select your topic by email [macaulay1@usf.edu](mailto:macaulay1@usf.edu). Please consider giving two options in case your first option has been selected by another group.

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| • Executive teambuilding                   | • Leading the Board of Directors                 |
| • Creative/innovative organization designs | • Role of CEO in building customer relationships |
| • Media and public relations               | • Financial systems                              |
| • Courageous CEO behaviors                 |  |

- Organization Strategy Formation
- Integrating an acquisition
- Leading a diverse, global organization
- Building an innovative culture, crafting strategy, leadership myths and untruths,
- Succession planning/building bench strength

### **Workshop characteristics**

- Up to thirty minutes – Each team controls their own time
- There is no requirement of time for each member, but it also cannot be only one person speaking.
- **No reading**
- Captures attention – Humor and/or Engagement.
- Organized in a meaningful persuasive pattern.
- Knowledge is demonstrated.
- Visual aid – Creative and helpful
- Delivery – Spontaneous, energetic, and meaningful

### **Assignment # 3 – Point/Counter Point**

**Due: Runs from March 18<sup>th</sup> to April 22<sup>nd</sup> (20% of your grade)**

**Deliverable: 3 written argument posts to support your side; 1 page of agreed conclusions**

**Details:** Throughout the course of the semester, you will have a debate a topic with one other person in the class. One person will be chosen to start (you decide who) and asked to make your opening written statement on the topic by March 18<sup>th</sup> at 11:59pm. You will post your statements in your assigned discussion board. You will then continue the debate by responding to one another in a point/counter point fashion – at least 6 submissions (or 3 each including the first one) throughout the remainder of the course.

Then in the final week, you will be given time to meet with your partner, to finally come to a shared consensus on the topic. You will create and submit a list of things that you can agree on. This list will be shared with the class to help people in the class see the different perspectives of a given issue.

You can choose your own partner and topic for this exercise. The topics must be related to management and or leadership of people or organizations. Here are some examples of topics (you can use them):

- Full transparency of management decisions is imperative for the success of an organization.
- Geocentric approaches to business expansion are effective.
- Companies should be allowed to drug test employees.
- Inclusion initiatives in the workplace take away from daily operations.
- Human Resources shouldn't be allowed to ask questions about an applicant's marital status, religion, age, medical history, or immigration status.

**Note: You cannot use the same statement as someone else. You will want to claim your statement on the discussion board titled (Claim your point/counter point statement) in Module 1.**

**Assignment #4 My What If**

**Due: April 22<sup>nd</sup> (10%)**

**Deliverable: Minimum 800-word response to questions**

**Details:** For this assignment you are to consider, what is the dream you have for 10 years from now. I want you to think about the ultimate plan (This can be work only, family only, community only, or a combination there of). What would/could it look like?

Then consider how to get there. What are the obstacles you have? Consider the now and ones that could potentially get in your way. How do you plan to mitigate them?

For this report, please simply answer the questions above.

What is the ultimate plan?

How do I get there?

What are the obstacles?

How to I mitigate them?

**Assignment #5 – Action Journal**

**Due: April 22 (3\*6=18%)**

**Deliverable: Reflection on actionable takeaways from the class.**

**Details:** For each of the class sessions, you are asked to record at least 2 actionable takeaways from the topic discussed. All 6 journal entries will be submitted at the end of the course (Module 6).

### Tentative Course Schedule

Date	Topic	Readings
March 3 8:30-12:00	Leadership: Myths, Measures, and Momentum	-Lippitt: Chapter 1- 5 -History of Management Notes (see Canvas)
March 4 8:30-12:30	Ethics: Declaration, Diligence and Diversity	-Lippitt: Chapter 6-10 -Staglin, G. (2020). "Using empathy and emotional Intelligence to Navigate Workplace Conflict in the Covid-19 Era" Forbes. - Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Credé, M., & Wood, D. (2022). Does leadership still not need emotional intelligence? Continuing "The Great EI Debate". <i>The Leadership Quarterly</i> , 33(6), 101539.
March 18 8:30-12:30	Inventing and Catalyzing Mindsets: Creating a Culture of Creativity	-Lippitt: Page 127-153 -How do Leaders Foster Engagement and Creativity? (Heidi Brooks, 2017) -Guest Lecture: Selling Internally by Michael Ens, Regional Sales Manager, Halmatro <a href="https://www.linkedin.com/in/michaelens/">https://www.linkedin.com/in/michaelens/</a>
April 7 8:30 – 12:00	Developing & Performing: Process and Policies	-Lippitt: Page 154 - 165 -Kerr, S. (1975). On the folly of rewarding A, while hoping for B. <i>Academy of Management journal</i> , 18(4), 769-783. -Guest Lecture – John Foster, Founder, PathFinder Group <a href="https://www.pathfindergroupus.com/our-team">https://www.pathfindergroupus.com/our-team</a> -Two teams deliver workshops: Groups 3 and 4.
April 8 8:30-12:30	Protecting Mindsets: Understanding People	-Lippitt: Page 166-171 -Liao, C., Lee, H. W., Johnson, R. E., & Lin, S. H. (2021). Serving you depletes me? A leader-centric examination of servant leadership behaviors. <i>Journal of Management</i> , 47(5), 1185-1218. Two teams deliver workshops: Groups 1 and 6.
April 22 8:30-12:30	Challenging Mindsets: Obstacles, Opportunities and Obsoletes	-Lippitt: Page 172-177 -Allen, T. (2018). Are you creating yes men and hindering your own leadership success? <i>Forbes</i> , Nov 16. -Tsai, C. Y., Marshall, J. D., Choudhury, A., Serban, A., Hou, Y. T. Y., Jung, M. F., ... & Yammarino, F. J. (2022). Human-robot collaboration: A multilevel and integrated leadership framework. <i>The Leadership Quarterly</i> , 101594. -Two teams deliver workshops: Groups 2 and 5.

## UNIVERSITY POLICIES

### COURSE WEBSITE & EMAIL

Please note that I will communicate with you via your USF e-mail account. For example, I may notify you of new reading materials or provide feedbacks for your performance in class. You are responsible for being aware of any information I send to you via your USF e-mail account. So, if you don't check your USF e-mail account regularly (i.e., at least twice per week), then you should set it up to forward to an e-mail account you do check regularly.

### ACADEMIC FRAUD

Academic dishonesty is defined and discussed in the University's Undergraduate Catalogue at [www.ugs.usf.edu/catalogs/0001/ADADAP.HTM](http://www.ugs.usf.edu/catalogs/0001/ADADAP.HTM). Academic dishonesty of any type will result in, at a minimum, an "F" for the assignment and may, depending upon seriousness, result in an "F" for the course. I do not tolerate academic fraud, be it cheating, plagiarism, or any other form of dishonesty. Academic fraud soils an open and honest exchange in the classroom.

USF has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files, and 2) electronically submit assignments to the detection service. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. I may then receive a report showing exactly how a student's paper was plagiarized. You may check out the following link and complete the useful tutorial:  
<http://www.cte.usf.edu/plagiarism/plag.html>.

### Incomplete Policy:

An "I" grade indicates incomplete coursework and may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade.

### Religious Preference Absence Policy:

Students who anticipate the necessity of not meeting deadlines due to do a religious observance are asked to provide advance notice of the date(s) to the instructor in writing.

### Accommodation Policy:

Students with documented learning and/or physical disabilities in need of accommodations are encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts will be made to accommodate note taking, reading assignments and test taking.