



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5033-224: Leadership in Organizations

Course Description:

The course will facilitate students' exploration and analysis of the concept of leadership. Discussion and class activities will relate to leadership topics from the readings and discussion of development, roles, and application in leadership situations. Emphasis will be placed on a review of leadership theory, changing leadership roles in a time of significant financial stress, systems thinking, power, decision-making, vision, empowerment, communication, leadership in a diverse work force, and ethics. We will spend time reviewing the new concept of emotional intelligence in leadership and this connection to visionary leadership. The basic intent of this course is to explore the ideas that frame leadership as part of a team and that many different styles of action can be effective.

Class Dates, Location and Hours:

Dates: November 12 – 17, 2019

Location: Mildenhall, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: October 14, 2019

Site Director:

Email: apmildenhall@ou.edu. Phone: DSN 238-4172; CIV 44-1638-54-4172.

Professor Contact Information:

Course Professor: Trent E. Gabert, Ph.D.

Mailing Address: 3014 Walnut Rd.
Norman, OK 73072

Telephone Number: 405-364-3077; Cell – 405-388-3473

E-mail Address: tgabert@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Berry, L. L., & Seltman, K.D. (2008). *Management lessons from the Mayo Clinic: Inside one of the world's most admired service organizations*. New York: McGraw Hill. ISBN 9780071590730.
2. Northouse, P. G. (2015). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage. ISBN 978-1-4833-1753-3 (paperback) **(If you can purchase the 6th edition, that will be ok,**

however you should check with a classmate on the changes that are evident in the 7th edition.)

3. Phillips, D.T. (1993). *Lincoln on leadership: Executive strategies for tough times*. Boston: Grand Central. ISBN 9780446394598.
4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Recommended Reading (Not provided by Advanced Programs)

- Bennis, W., & Nanus, B. (2003). *Leaders: Strategies for taking charge*. NY: HarperCollins Publishers, Inc. ISBN: 0060559543.
- Boyatzis, R., & McKee, A. (2005). *Resonant Leadership*. Boston: Harvard Business School Press. ISBN: 1-59139-563-1
- Collins, J. (2001). *Good to Great: Why some companies make the leap And others don't*. NY: HarperCollins. ISBN: 0066620996.
- Covey, S. (2004). *The 7 Habits of Highly Effective People*. NY: Simon and Schuster. ISBN: 0-671-66398-4.
- Covey, S. (2004). *The 8th Habit: From Effectiveness to Greatness*. NY: Simon and Schuster. ISBN: 0-684-84665-9.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press. ISBN: 1-57851-486-X
- Hersey, P., Blanchard, K.H., & Johnson, D.E. (2001). *Management of Organizational Behavior*, 8th Ed. Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN 0-13-017598-6.
- Johnson, S. (2000). *Who Moved My Cheese?* NY: G.Putnam's Sons. ISBN: 0399147241
- Kouzes, J.M., & Posner, B.Z. (2007). *The leadership challenge* (4th ed.). New York: John Wiley & Sons. ISBN 0787984914.
- Lundin, S.C., Paul, H., and Christensien, J. (2000). *Fish: A remarkable way to boost morale and improve results*. NY: Hyperion. ISBN 0-7868-6602-0.

Course Objectives:

Students completing this course will be able to:

- describe the evolution of leadership theory;
- critically describe and discuss the major leadership theory needs;
- critically describe the varied roles of leadership, including the idea of emotional intelligence in leadership;
- create effective visions for organizations;
- understand power, empowerment, followership, conflict resolution, legal aspects of leadership, performance appraisal, and communication roles in leadership;
- demonstrate effective leadership strategies in diverse work forces;
- describe the role of ethics in leadership situations; and
- integrate the course concepts and demonstrate the ability to apply those concepts within current organizational contexts

Assignments, Grading and Due Dates:

Assignments	Grading	Due Date	Percent of Grade
<p>Pre-seminar Assignment: Write a four-five page individual paper that describes your philosophy about leadership, management, and administration. Use of proper APA citations and referencing is expected. This assignment expects that students will read the textbooks before completing the paper.</p> <p>* See below.</p>	<p>Paper will be graded on content, completeness, accuracy of writing, and academic citations and references.</p>	<p>Due 4 days prior to first class session. Paper must be typed, double spaced, stapled in upper left-hand corner. Do not enclose in plastic cover.</p>	<p>20%</p>
<p>Class Participation – preparation, discussion, participation in class activities (individual and small group)</p>	<p>Participation requires students to participate in discussion, presenting examples, leading small group activities, etc.</p>	<p>Daily Class Work</p>	<p>10%</p>
<p>Small Group Leadership Vision Project: Development and Presentation.</p> <p>* See below.</p>	<p>Students will form a small group (3-5 students per group, depending on size of class) and develop a critical analysis and new vision for an organization. Time will be allowed in class for a portion of this paper.</p> <p>Grading will be based on the quality of the vision project, including references, oral presentation, and reality of process.</p>	<p>Last Day of Class</p>	<p>35%</p>
<p>Final Examination: Short essay based on readings and discussions. The exam will be closed book/notes for the major portion of time, however, a 15-minute period will be provided at the end for you to make corrections or fill in specific blanks from open book/notes.</p>	<p>Exams will be graded on content and accuracy. Grading scale will be 90 – 100 = A; 80-89 = B; etc.</p>	<p>Day Preceding Last Day of Class</p>	<p>35%</p>

*All assignments should be typed in normal 12 font. Staple in upper left corner; do not include in plastic cover. Please keep copies of submitted assignments to protect against papers being lost in ‘cyber-space’.

*Pre-class paper should be submitted in the class Canvas Dropbox or via email to instructor. Pre-seminar paper: (A). Operationally define leadership, management, and administration. Use your own experiences and information from published books to assist in writing this paper. (B). Include what you feel is your most likely leadership style from past experiences or that you feel would be good for future use, such as transactional leadership, transformational leadership, situational leadership, servant leadership, etc. (C). Use examples to help explain your philosophy. (D.) Include a list of references, used in your paper, at the end of paper. (E). **Begin your paper with a 100 word abstract-- this should be a brief summary of what is actually in your paper- operational definitions, your preferred leadership style, and a few examples.** Don’t make too much of this assignment, however, this paper should reflect graduate level writing skills!

*Final group project = one paper submitted by the group at the time of presentation. Include your name, email addresses, and student ID's so the paper and comments can be returned after grading. Final paper may contain lists and parts do not need to be full essay style. Include references.

Daily class schedule:

Date	Readings and PP	Assignment	Points
Pre-Seminar	Northouse = N textbook Berry and Seltman = BS textbook Phillips = Lincoln textbook	4-5 page paper described above Due 4 Days Before Class Begins	20
First Class Day	Ch 1- N book Ch 1,2 - BS book Part I - P book PP: Introduction; History	Lecture, Discussion, and Participation Activities	*
Second Class Day	Ch 2-8 - N book Ch 3-4 - BS book Part II - P book PP: Organizational Structure; Leadership theories 1: Styles, and models Lab: Vision Project	Lecture, Discussion, and Participation Activities	*
Third Class Day	Ch 9-11 - N book Ch 5 -6 - BS book Part III - P book PP: Leadership Theories 2: Visionary Leadership; Servant Leadership; Emotional Intelligence; Authentic Leadership, Lab: Vision Project	Lecture, Discussion, and Participation Activities	*
Fourth Class Day	Ch 12 -14 - N book Ch 7-8 - BS book Part IV – P book PP: Decision Making; Power; Teamwork. Lab: Vision Project	Lecture, Discussion, and Participation Activities	*
Fifth Class Day	Ch 15-16 –N book; Review of all readings. Legal Issues in Leadership;, Ethics in Leadership; Gender and Culture in Leadership PP: Women in Leadership; Ethics in Leadership; Toxic Leadership Lab: Vision Project	Lecture, Discussion, and Participation Activities Essay Exam Three questions will be required of all students- questions 1-3; students will individually choose two questions from remaining question 4-10. Two hour exam, closed book, with, including 15 minutes at the end for you to use open book, open notes.	10* 35*
Last Class Day	Project Presentations; Class Evaluation	Group presentation of projects- size of group will depend on enrollment, but will have a minimum of two members per group	35

*Participation points accrue throughout the seminar = 10 points; exam = 35 points.

PowerPoint (PP) slides will be sent to student via posting on Canvas prior to beginning of class. Students are expected to download slides for use during class sessions.

Grading:

This is a letter-graded course: A, B, C, D, or F.

A = 90%; B = 80%; C = 70%; D = 60%; F < 60%.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Trent E. Gabert, Ph.D.

Education

- 1970 Ph.D., University of Wisconsin (Physical and Behavioral Development)
- 1962 M.S., University of Wisconsin (Health Education)
- 1961 B.S., University of Wisconsin (Physical Education)
- 1976-77 (Sabbatical) - Post-Doctoral Studies - Pennsylvania State University
- 1995 (Sabbatical) - Post-Doctoral Studies - United States Military Academy, West Point, NY

Current Positions

- Associate Dean Emeritus, College of Liberal Studies, University of Oklahoma
- Emeritus Professor of Sport Management, Graduate Degree Program, University of Oklahoma
- Emeritus Administrator, Brock International Prize in Education
- Research Associate (WOC), Consultant - Federal Aviation Administration
- Adjunct Professor - Human Relations Advanced Programs

Major Areas of Teaching and Research Interest

- Leadership development
- Analysis of organizational structure
- Managing and financing sport
- Behavioral psychology
- Human Resource Development
- Management issues: motivation and job satisfaction

Representative Publications and Presentations

- Gabert, T.E. (January 2014). "Communication as an APP: Art, Power, and Paradigm". Norman, Oklahoma: Pioneer Library Executive Staff Development.
- Gabert, T.E. (May 2013). "Dreams, Goals, Vision – Planning for Excellence in Leadership". Norman, Oklahoma: Pioneer Library Association.
- Gabert, T.E. (Feb. 2012). "Bold Leadership Equals Bold Visionary Planning - The time is now!" American Council on Higher Education Invited Lecture.
- Gabert, T.E. (July 2011). Leadership: A College of Liberal Studies View for the 21st Century. Vantage Point, College of Liberal Studies.
- Gabert, T.E. (January 2010). Leadership Development for Medical Practitioners. A 4 hour workshop/presentation presented to physicians at Norman Regional Hospital.
- Gabert, T.E. (2007/2009). "Resonant Leadership in Government". Presented at the Governors Executive Leadership Workshop. Stillwater, OK July 2007 and 2009.
- Gabert, T.E. (2006). Role and process of online education in distance education degree programs. Presented at the annual meeting of the Association of Graduate Liberal Studies Programs. Santa Fe, New Mexico.
- Gabert, T.E. & Clarke, L. (2004). "Faculty Issues Related to Adult Degree Programs." In *Degrees of Change: Developing and Delivering Adult Degree Programs*, Edited by J.P. Pappas and J. Jerman. San Francisco: Jossey:Bass.
- Gabert, T. & Nash, S. "Online curricula development in the College of Liberal Studies." Presented at the Annual Conference of Computers in Education, University of South Carolina, Myrtle Beach, S.C. 2002
- Gabert, T. E. (2001) "Developing and managing a balanced budget." In *Administering leadership in health, kinesiology, and leisure studies*, Bryant and Passmore, Eds. Dubuque, Iowa: Kendall-Hunt, Publishing.
- Differences in college choice factors among freshman student athletes. *The Journal of College Admission*, No. 164, Summer/Fall, 20-29. Gabert, T., Hale, J.L., and Montalvo, G. 1999.

- Team performance, Market Characteristics, and Attendance at Major League Baseball: A panel Data Analysis. *The Mid-Atlantic Journal of Business*, 35:2-3, 77-91. Pan, D., Zhu, Z., Gabert, T., & Brown, J. 1999.
- “Community Relations: A model program for the National Hockey League based on a survey of the NBA, NFL, and MLB”. Presented at the North American Sport Management Conference, Vancouver, BC. (Gabert, T. and Berkhouse, J.), June 1999.
- “A Study of Leadership Characteristics of Female and Male Head Volleyball and Basketball NCAA Division III Coaches”. Presented at the American Alliance for Health, Physical Education, and Recreation Conference, Boston, (Gabert, T., Vala, J., and Hale, J.), April 1999.
- “Factors and differential demographic effects on purchases of season tickets for intercollegiate basketball games.” *Journal of Sport Behavior*, 20 (4), 447-464. (Pan, D., Gabert, T., McGaugh, E. & Branvold, S.), 1997.
- “Effects of winning percentage and market size on attendance in minor league baseball.” *Sport Marketing Quarterly*, 6 (4), 35-42. (Branvold, S., Pan, D. & Gabert, T.), 1997.
- “Sport and Ethics.” A video produced for Professors at Large – CLS Public Television in Oklahoma. August, 1994.
- “Job satisfaction and burnout of high school, college, and professional certified athletic trainers.” Research Poster Section: OAHPERD. (Gabert, T., Loeswick, L., Pan, D., & Buckley, J.) Edmond, OK. October 1996.
- “Job satisfaction, burnout, and leadership.” Presented to Center for Enhanced Performance, United States Military Academy, West Point, NY, October 1995.
- “Amalgamation and enhancement – an effective strategy for the health and sport sciences.” Presented at the Annual Conference of the College and University Administrators Council (CUAC), Brainerd, MN, July 1992.

Representative Honors and Awards Received

- Outstanding Freshmen Seminar Professor – University of Oklahoma 1999
- Outstanding Service Award - College of Liberal Studies, 1997
- Outstanding Service Award - College and University Administrators Council, 1996
- Kenneth E. Crook Award - Outstanding Academic Professor in the College of Liberal Studies, 1995
- Scholar of the Year - Oklahoma Association of Health, Physical Education, Recreation, and Dance, 1988
- State of Oklahoma Honor Award for Leadership and Service in Health, Physical Education and Recreation, 1980

Major Professional Affiliations

- Association of Graduate Liberal Studies Programs.
- Council for Accelerated Education Degree Programs.
- International Association of the American Management Association
- Chair - Research Council - Oklahoma Association for Health, Physical Education, Recreation and Dance (1995-97)
- Past-President - College and University Administrators Council
- Equal Opportunities Committee, University of Oklahoma, 1995-98.
- North American Association for Sport Management
- American Alliance of Health, Physical Education, and Recreation
- North American Society for the Psychology of Sport and Physical Activity