



The Disney College Program Organizational Leadership Course Syllabus *REVISED Term 1, 2006

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THE DISNEY ORGANIZATIONAL LEADERSHIP COURSE FOCUS

(44 contact hours plus approximately 80 hours outside research completed in a team setting.)

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Introduction to Leadership, Principles of Management, or Business Administration elective (2/00).

The classes comprising *The Disney Organizational Leadership Course* are designed to examine, inform, and apply the academic models of leadership. Genuine leadership begins from within and does not come from a personal vacuum. Thus, the leaders of today and the future must know leadership theory, but beyond this theory they must know how to apply these classical learnings. Yet, as important as theory and application are to the learning process, it all begins with the heart of a leader.

This course examines the universal principles of leadership and makes specific application to the Disney culture. It is designed to build repeatable and transferable leadership knowledge and skills in community and commerce. The content is delivered by a subject-matter expert in the field of leadership through lectures, group discussions, learning activities, self-assessment, project development and presentation, and situational studies.

THE DISNEY ORGANIZATIONAL LEADERSHIP LEARNING OBJECTIVES

- Explore leadership theory and research to formulate personal attributes and behaviors
- Develop thesis-driven research skills resulting in a 1,500-word paper, project, portfolio, and presentation
- Explore leadership skills through participation in all of the organizational leadership classes and activities
- Develop a learning community for the free and open expression of leadership theory and research
- Assess and examine personal beliefs, styles, and leadership behaviors to increase self-awareness and reduce interaction blind spots

THE DISNEY ORGANIZATIONAL LEADERSHIP COURSE REQUIREMENTS

ATTENDANCE:

Attendance is required for all of the *Disney Organizational Leadership* classes. This is an interactive course that requires each participant's involvement. All students will be allowed two absences with or without excuse (The student does *not* need to call instructor.); however, any absences will affect the participant's final grade. On the third absence, **the student will be dropped from the course automatically.**

REQUIRED MATERIALS AND READINGS:

Textbook (to be purchased prior to class) -

Northouse, Peter G. (2000). *Leadership Theory and Practice Third Edition*. SAGE Inc. (ISBN 0-7619-2566-X)

Materials (to be purchased in class) -

Kragness, Miriam. (1994). *Dimensions of Leadership Profile*. Inscape.

Mendez-Russell, Armida. (1994). *Discovering Diversity Profile*. Inscape

Myers Briggs Personal Type Indicator. (1989). APA Press.

In-class books (loaned to the student) -

Thomas, Roosevelt. (1999). *Building a House for Diversity*. Amacom.

SUGGESTED READINGS:

Bass, Bernard M. (1990). *Bass and Stogdill's Handbook of Leadership, Theory, Research, & Managerial Applications*. Free Press.

Bennis, Warren. (1994). *On Becoming A Leader*. Addison-Wesley Publishing

Block, Peter. (1993). *Stewardship*. Berrett-Koehler Publishers.

Boissevain, Henderson, Claybaugh, Massey, Morton, Britain, Bethel. (1996). *Corporate Health and Safety, Managing Environmental Issues in the Workplace*. Ergonomics.

Gardner, Howard. (1996). *Leading Minds: An Anatomy of Leadership*. Basic Books.

Hartnett, John. (1998). *OSHA In The Real World: How To Maintain Workplace Safety While Keeping Your Competitive Edge*. Silver Lake Publishers.

Jeanneret & Silzer. (1998). *Individual Psychological Assessment: Predicting Behavior in Organizational Settings*. Jossey-Bass.

Kotter, John P. (1996). *Leading Change*. Harvard Business School.

Schultz, Duane P. & Schultz, Sydney E. (1994). *Psychology and Work Today: Introduction to Industrial and Organizational Psychology*. Simon & Schuster.

Schultz. (1994). *The Human Element: Productivity, Self-Esteem, and the Bottom Line*. Jossey-Bass.

Senge, Peter. (1999). The Dance of Change, The Challenges To Sustaining Momentum in Learning Organizations. Currency Doubleday.

Spears, Larry C. (1998) Insights on Leadership: Service, Stewardship, Spirit, and Servant Leadership. New York, NY: John Wiley & Sons.

Thomas Jr., R. Roosevelt. (1999). Building a House for Diversity. AMACOM.

Weisbord, Marvin R. (1992). Discovering Common Ground. Berrett-Koehloer Publishers.

LEADERSHIP PROJECT:

Participants will complete a team leadership project covering the full applications of leadership topics in the field of their choice. The project includes the following steps:

- 1) Selection and defining teams and required team roles
- 2) Selection of topic
- 3) Conduct process of business research on topics from
 - (a) Primary sources
 - (b) Secondary sources
- 4) Synthesizing the learnings into a thesis-driven documented research paper
- 5) Using knowledge from the paper, draft a proposal or letter of intent of what "We are proposing to do about this topic"
- 6) Developing the project
- 7) Presenting the project answering these specific six questions
 - a) How do the paper and project really connect?
 - b) Does theory match reality?
 - c) What emotions did you experience?
 - d) What personal growth did you achieve?
 - e) How does this affect your plans for the future?
 - f) What advice would you give to a student in the business world?

GRADING POLICY:

Attendance.....	10%
Participation in all classroom activities:	30%
Leadership Project:	60%
- Paper.....	20%
- Project and Portfolio.....	20%
- Presentation.....	20%

The Disney Organizational Leadership Course is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70%.

THE DISNEY ORGANIZATIONAL LEADERSHIP COURSE

Class Meeting	Learning Outcomes	Assignments to be Completed Prior to Class
1. Introduction to Leadership (4 hours)	<ul style="list-style-type: none"> • Introduce and examine the personal relevance of leadership • Course overview and expectations • Discuss the final group Leadership Project, including expectations, guidelines, and timetable • College Program Writing Guide review • Define <i>leadership</i> • Introduce the trait approach to leadership • Select Leadership Project research topics • Form groups for paper, project, and presentation 	Read: Northouse, Chapter 1 Introduction
2. Leadership for Building Effective Teams (4 hours)	<ul style="list-style-type: none"> • Review Leadership Project thesis statements • Explore the stages of building a community • Discuss the dynamics of work teams with application to leading work teams • Discuss and apply the Classical Quest Narratives 	Read: Northouse, Chapter 10, Team Leadership and Chapter 11, Psychodynamic Approach
3. Corporate Leadership (4 hours)	<ul style="list-style-type: none"> • Define <i>teamwork</i> and <i>collaboration</i> • Apply and strengthen teamwork principles for a successful group project • Compare and contrast management and leadership behaviors • Apply McGregor's X,Y Leadership Theory to organizational behavior • Assess personal leadership styles, expectations, and preferences using <i>Dimensions in Leadership Profile™</i> 	Read: Northouse, Chapter 4 Style Approach
4. Situational Leadership (4 hours)	<ul style="list-style-type: none"> • Explore paradoxical thinking, systemic thinking, and appraisal theory • Examine the characteristics of each of five classical leadership styles • Define two general leadership 	Read: Northouse, Chapter 5, Situational Approach Chapter 6, Contingency Theory Chapter 7,

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	behaviors: supportive and directive <ul style="list-style-type: none"> Identify the four phases of the Situational Leadership Process Select the appropriate leadership style to match the individual's developmental level Identify four situational leadership styles using the Situational Leadership Model 	Path-Goal Theory Chapter 8, Leader-Member Exchange Theory <i>Dimensions in Leadership Profile™</i> Leadership paper due
5. Group Work (4 hours)	<ul style="list-style-type: none"> Group work in preparation for team Leadership Project presentation 	Prepare individual contributions to support team project presentation
6. Time and Career Management (4 hours)	<ul style="list-style-type: none"> Learn specific applications and strategies to increase personal and professional productivity Distinguish between planning time and discretionary time Identify key "time wasters" and how to reduce their impact Maximize internship opportunities to achieve career success Develop your mission statement and 30-second commercial Relate stages of the Quest Myth and the stages of Internship to specific behaviors for key successes 	Leadership Project Group Paper due
7. Leading a Diverse Workplace (4 hours)	<ul style="list-style-type: none"> Define Diversity in terms of a collective mix of a "main" group and "others" Recognize three common approaches to Diversity Identify the key concepts incorporated within "Diversity Maturity" and Core Diversity skills List the three elements of contextual knowledge as it relates to Diversity and apply them to current work experience Explore and identify personal "Diversity Maturity" level based on self assessment and structured classroom dialogue 	Read: Northouse, Chapter 12 Women and Leadership Create a 30-second commercial for presentation

Class Meeting	Learning Outcomes	Assignments to be Completed Prior to Class
8. Group Process for Business Decisions (4 hours)	<ul style="list-style-type: none"> • Explore the evolution of decision-making processes from the early 1900's to present • Introduce the theories of the key individuals involved in the Strategic Planning/Future Search movement: Solomon Asch, Fred Emery, and Eric Trist • Learn how personality styles affect group dynamics, thought processes, and participation • Assess personality theory using the Myers-Briggs Type Indicator™ and apply it to group process • Apply the “Z Factor” model to effectively solve problems in a group environment 	Read: Northouse, Chapter 11 Psychodynamic Approach Pages 235-262
9. Leading Change (4 hours)	<ul style="list-style-type: none"> • Examine change limiters • Explore four drivers of change • Compare and contrast managing change vs. leading change • Discuss management of “self” during change • Apply the change cycle • Develop change agent strategies 	Read Northouse, Chapters 9 Transformational Leadership Chapters 13 Leadership Ethics
10 & 11. Final Presentations (8 hours – two 4 hour classes)	<ul style="list-style-type: none"> • Present and submit final group research, project, and portfolio • Explore personal emotions, learnings, and growth as a result of the group process 	Final presentation, in skit form, role play, or class activities to illustrate the relationship between term paper and term project Course portfolios due