

Dr. David Fender

dfender@murraystate.edu

Office Phone: (270) 809-6651

Office: 157H IT

DEPARTMENT: Occupational Safety and Health

COURSE PREFIX: OSH

COURSE NUMBER: 650

CREDIT HOURS: 3.0

I. TITLE: Occupational Safety & Health Organizational Leadership & Management

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An overview of the safety and health leader's role in accomplishing organizational objectives emphasizing leadership and management. Concepts covered include safety & health-related leadership issues, implementation of codes and standards, integration of leadership with safety engineering and management principles as well as leadership skills including communication, motivation, initiating change, team building, delegation, and credibility.

Prerequisite(s): Graduate Standing

III. COURSE OBJECTIVES: The student will be able to:

- Understand leadership theories in terms of their effects in various situations. (d, f, g, h, i, j)
- Analyze the sources of leader's power bases. (e, f, g, h)
- Gain understanding about themselves including strengths and weaknesses. (f, i)
- Explain leadership principles used in discipline, employee development, & delegating. (e, f, h, j)
- Explain team development and the leader's role in team development. (d, e, f, g, h, i, j)
- Understand politics as it applies to the business environment. (e, f, g, h, i, j)
- Explain the leader's role in managing change and decision-making. (d, e, f, g, h)
- Understand leadership challenges & form successful communication strategies to meet them. (d, e, f, g, h, i, j)

*The Occupational Safety & Health Organizational Leadership & Management course contributes to the educational objectives of our program through the following program outcomes:

- d. Ability to develop and implement hazard control methods, procedures, programs, and system designs.
- e. Ability to function as part of a multi-disciplinary team.
- f. Understanding of ethical behaviors and professional responsibility.
- g. Ability to express thoughts effectively in oral and written communications.
- h. Broad education necessary to understand safety and health issues within a global and social context.
- i. Recognition of the need for continuous life-long learning in chosen professional career.
- j. Knowledge of current safety and health issues.

IV. CONTENT OUTLINE:

Topic	Readings
Personal Evaluation	See separate
Understanding Leadership (theory)	reading guide.
Why leadership is important in OS&H	
Multigenerational Workforce	
Power and Leadership	
Gender Issues	
Mindsets	
Kouzes & Posner Leadership Challenge, Leadership Practices Inventory	
Managing Change	
Servant Leadership	
Mentor Leadership	
Effective Communication	
Leadership Accountability	
Team Building	
Leader Flaws	
What Leaders Do	
You Don't Need a Title to be a Leader	

V. INSTRUCTIONAL ACTIVITIES:

Course will be in a seminar format and the emphasis in-class will be on discussion while minimizing lecture. Throughout the course, assignments will be opportunities to explore the inner territory, foster an appreciation for the leadership relationship, obtain feedback on leadership capabilities, and recognize and accept leadership challenges.

Activities:

- Personal Leader—Write a paper telling about a leader that has affected your life. Additional guidance will be provided.
- Book—Read a book on leadership and submit a written summary and make an in-class presentation on the key concepts in the book. Additional instructions will be provided.
- Movie—Watch a movie that has leadership, teamwork or managing change as a theme. Write a paper on the movie discussing how the movie portrays a leader and leadership. Additional instructions will be provided.
- Thank-You Note—Write a thank-you note to someone. Additional instructions will be provided.
- You Don't Need a Title to be a Leader—Write abstract on what you learned.
- Analysis—Analyze yourself through designated instruments.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Guest speaker(s) (as available) will provide practical experience and alternative viewpoints.

No Laboratory

VII. TEXT(S) AND RESOURCES:

The Leadership Challenge, Fourth Edition, by James Kouzes & Barry Posner, Jossey-Bass, 2008. ISBN 0-7879-8492-2

You Don't Need a Title to be a Leader, by Mark Sanborn, Doubleday, 2006, ISBN 0-385-51747-5
Required readings using current articles on leadership.

Book on leadership (suggested list provided)

Library

Materials presented in class

Professional journals and related literature

Web site: <http://campus.murraystate.edu/academic/faculty/dfender> (you will need password)

VIII. EVALUATION AND GRADING PROCEDURES:

Possible points for each activity are in the table below. Make-up exams and work will be allowed only for excused absences as determined by the instructor. Failure to participate in any course activities or turn-in an assignment, graded or not, will be grounds for an incomplete or failing grade.

ITEM	POINTS	%
Leadership book written summary	50	11%
Leadership book presentation	50	11%
Personal leader paper part 1	30	6%
Personal leader paper part 2	60	13%
Thank you note	30	6%
Leadership movie	60	13%
You Don't Need a Title to be a Leader	40	9
Class participation	50	11%
Final	100	21%
TOTAL	470	100%

Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; E=59% & below.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Attendance is essential given the nature of this course and while the written material is valuable it is not a substitute for what occurs in the classroom. A good deal of what is done in the classroom will not lend itself to note taking and for the learning activities to be effective you need to come to class and to come prepared. You will be evaluated on your class participation and contributions and it will be difficult to contribute to the class if you are absent. An excused absence, except in extraordinary circumstances, will only be given if coordination is made prior to the absence. No make-up work will be allowed for unexcused absences. Due to the importance of class attendance, two unexcused absences will result in the course grade being lowered one letter grade. Four unexcused absences will result in a failing grade. If a student arrives after attendance is taken, it is up to the student to contact the instructor immediately after class to have the attendance record corrected, otherwise record will stand as originally noted.

X. ACADEMIC HONESTY POLICY:

University Policy:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Instructor Policy:

In addition to the above, cheating, plagiarism or doing work for another person that will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Any violations will receive, at a minimum, a grade of zero.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XII. Other required departmental or collegiate information

PERSONAL ELECTRONICS USAGE POLICY

No usage of cell phones, PDAs, pagers, blackberries and similar devices shall be allowed during class without the prior consent of the instructor. This includes incoming and outgoing calls of any type, email, text messaging and use of cell phone calculators on tests and quizzes. Cell phones must be kept turned off and out of sight (i.e. in a purse or bag or secured to a person's belt). Permission to have a phone on in case of an emergency or critical family situation may be obtained from the instructor before class. Should a cell phone ring during class the student may be asked to leave class for that day. Laptop computers may be used to take notes but will not be used for any other purpose.

Statement of Policy: The instructor reserves the right to make changes in the organization, content, and requirements of the course.

Assignment Instructions

Personal Leader Project

Write a paper telling about a leader that has affected your life. This affect can be positive or negative (and may be both). This person needs to be someone that you have personally met and dealt with. Be sure and use headings in your paper. Paper will be written in two stages. The first stage will be early in the course and you will write a narrative telling about the person and why and how they affected you. The second stage will be toward the end of the course and you will take what you wrote in the first stage and analyze the leadership of this person using the knowledge you have gained from your studies on leadership. Follow the “written work” instructions for format. Below is further guidance for each stage.

Stage One:

Describe briefly the formal or informal organizational setting. Then discuss the leader’s role and what the person did that led you to conclude that they were a leader in more than name. Why and how did they affect you? What lessons about leadership did you learn from this person? Was this person inspirational, did they challenge the process, if so how? Paper need not exceed 6 pages.

Stage Two:

You may revise the first stage document as appropriate. Analyze this person in accordance with Kouzes & Posner’s practices of exemplary leadership. Address how this person would define leadership? What was their leadership philosophy? What did you learn from this person that can help you be a better leader yourself? Paper should be between 5 and 12 pages.

Other questions you might want to consider: How did they learn to lead? Did they practice what they preached? How did they handle mistakes? Did this person recognize others, and celebrate accomplishments? Are there areas where you can personally identify with this leader’s circumstances, struggles, insights, etc? What were this person’s vulnerabilities? Where or how could they have been more effective?

Book Project

- General

Read a book on leadership or leadership issues and submit a written summary and make an in-class presentation on the key concepts in the book. Book must be pre-approved by the instructor and a specific book can only be used by one person in the class. Titles will be selected on a first come, first served basis. A suggested book list will be provided but you are not restricted to this list. Some books may be available through the library (in stock or inter-library loan) or you may purchase them. The Curris Center Bookstore can special order and receives most books within a week or two.

- Written Submission

Follow the “written work” instructions below for format. Summarize and explain the key points of the book and your opinion of what the author is trying to say. There is no specific length of this assignment but somewhere between 4 – 10 pages should catch most all books. Paper will be due when the oral presentation is given.

- Oral Presentation

Your oral presentation will be based upon the paper. Presentations should be about 10-15 minutes long and not to exceed 20 minutes. Focus on the key points of the book and be sure to explain each of the key points, in sufficient detail, for everyone to get a good understanding of what the author is saying. Use audiovisuals if appropriate. After each presentation a question and answer time and a discussion of the author’s thoughts will be held.

Movie Project

Watch a movie that has leadership, teamwork or managing change as a theme. Write a 4-10 page paper on the movie discussing how the movie portrays a leader and leadership. Explain and analyze the main characters from a leadership perspective using Kouzes Posner's leadership framework and the leadership theories/concepts we have talked about. End with the leadership lessons you could learn from this movie. A suggested movie list will be provided as a guide although you are not restricted to this list. If you wish to use a movie that is not on the provided list then the movie must be pre-approved by the instructor. Follow the "written work" instructions for format of the paper. Following are some guidelines in the form of questions you may want to consider in your analysis:

What's the leadership issue (dilemma, struggle, point of view, etc.)? What's the universal, or modern, equivalent? Provide personal examples/applications. How is the issue dealt with and resolved? How do you feel about the handling of this issue? What made it "wrong" or "right" and what other choices and actions might have been taken (and why)? What are your reactions? What lessons and insights about being an effective leader do you derive from this analysis?

Thank You Note

Produce an actual "thank you" note for someone who has affected your life and whom you have never thanked. Write it so that it would be suitable to send, as is. It can be as short or as long as necessary to get the meaning you intend across. You do not need to follow the "written work" format.

"You Don't Need a Title to be a Leader" book

Follow the "written work" instructions below for format. Make this personal by writing about what you thought about the book and summarize the concepts that meant the most to you and explain why. Somewhere between 2 – 6 pages will be good.

Format of all submitted written work:

- First page will be the title page stating the writer's name, title of paper, date, class name and number.
- The stated length of papers refers to the content only. Added to this will be the title and reference pages.
- Table of contents and index are not necessary.
- Paper will be typed, double-spaced with the font size 11 to 12. Use a normal font and print in black on white or off-white paper.
- Margins will be 1 inch all around and number pages starting on the first content page.
- Follow current APA style in the paper. Ensure that you properly reference and include a reference section at the end of document. Use appropriate headings and subheadings as per APA style. If footnotes are necessary, use footnotes and not end notes.
- Use proper, reliable references such as from books by knowledgeable authors and peer-reviewed journals. Do not use Internet sites such as wikipedia.org or similar.
- Ensure that you follow the Academic Honesty Policy stated in the syllabus.

Due Dates:

ITEM	Due
Personal leader paper part 1	Jan 24
Read half of "Leadership Challenge"	Feb 14
Read rest of "Leadership Challenger"	Feb 21
Thank you note	Mar 28
Leadership movie	Apr 4
Personal leader paper part 2	Apr 11
You Don't Need a Title to be a Leader	Apr 18
Leadership book presentation	As announced
Leadership book written summary	Due at presentation
Final	May 2