Redesigning Leadership and Managerial Effectiveness

FLIPPING THE COURSE

REDESIGN GOALS
Management 4320, Leadership and Managerial Effectiveness, is a senior-level course required for all Management majors in the College of Business.

The goal of the redesign is to flip the leadership theories five-week module of the course so that the students do theory acquisition before each class session and the class sessions can then focus on developing deeper understanding of the theories, and their application, boundaries, and issues.

COURSE SPECIFICS
Number of students: 40-55 (Currently 51 Fall 2013).
Student Level: Senior Management Major COB.
Class Format: Class meets once per week for 2.5 hours plus Blackboard assignments (Course Fee Designation D). Also includes a service learning element.
Focus of Redesign: Leadership theories (5 weeks).
Instructor Experience: Fall 2013 will be my first time teaching the course.

PROBLEM STATEMENT
The issues us how to ensure students complete readings and initial theory exposure prior to class sessions.

Flipping a class shifts class focus from exposition to exploration and application and places additional responsibilities on students to complete pre-class assignments.

The size of the class (50+ students) complicates this issue.

Issue 1:
What to do with students who do not complete pre-class work?
Options:
Establish alternate in-class assignment that creates peer pressure and stigma for not completing pre-class work.
Reduce points available for follow-up assignment for those who don’t complete pre-class work.

Issue 2:
How to use pre-class work to cue students to increasing course demands?
Options:
Provide rubric for each pre-class work essay with assignment.
Use progressively complex pre-class work assignments with rubrics over five weeks of module to prepare students for rest of course.

Issue 3:
How to increase student engagement in course topic from beginning?
Options:
Use syllabus as road map to show students course progression (verbal persuasion).
Use big pay-off presentation in first session to create individual student excitement about course (emotional stimulation).

STEP 1:
Develop five pre-class increasingly complex assessments to cover five basic leadership models.

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<thead>
<tr>
<th>WEEK</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>True-False Quiz</td>
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<tr>
<td>2</td>
<td>Multiple Choice Quiz</td>
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<tr>
<td>3</td>
<td>Short Answer Quiz</td>
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<tr>
<td>4</td>
<td>Simple Essay (explain concept)</td>
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<tr>
<td>5</td>
<td>Complex Essay (compare/contrast concepts)</td>
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</tbody>
</table>

STEP 2:
Base weekly assignment scores on pre-class assignment score (PRE) and initial post-class assignment score (POST):

<table>
<thead>
<tr>
<th>PRE</th>
<th>Weekly assignment score</th>
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<tbody>
<tr>
<td>Less than 20%</td>
<td>Zero (0)</td>
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<tr>
<td>20-69%</td>
<td>PRE X POST</td>
</tr>
<tr>
<td>70% or more</td>
<td>100% POST</td>
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AND provide holistic rubric for each assignment.

STEP 3
Develop and present experiential hands-on leadership exercise and/or high involvement video for first class.
Debrief in-class as platform for syllabus and expectations discussion.