

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 424

Course Title: Leadership Development

(4 Units, 45 hours of lecture and 45 hours of research project)

Course Start Date: January 24, 2013 Course End Date: May 9, 2013

Course Description:

This course provides a comprehensive survey of the major theories and research on leadership and managerial effectiveness in formal organizations with practical suggestions for improving leadership skills. The nature and attributes of leadership are studied through case studies, biographies, and class presentations. Topics include the difference between leadership ability and management skills as well as identifying traits and abilities which have distinguished effective leaders from ineffective ones. A one-unit written research project and its oral presentation is a required part of the course.

Learning Objectives:

1. Students will gain an understanding of the historical development of leadership theory, concepts, and approaches.
2. Students will acquire an understanding of current trends in leadership development and application pertaining to individuals, teams, organizations, and business communities or industries.
3. Students will have identified their leadership style, characteristics, skills; and will have created a personal business model to develop those leadership skills and to leverage their leadership strengths.
4. Students will have learned how to successfully identify and analyze leadership behavior and decision-making.
5. Students will have improved their leadership ability to persuade others with their analysis of a topic or issue.
6. Students will have successfully applied their leadership skills as leaders of their assigned undergraduate and graduate student learning teams.
7. Students will have demonstrated the ability to effectively analyze leadership issues within their learning team, and develop strategies to improve team leadership.

Required Texts (There are Three)

Bolman, Lee. G.; Deal, Terrence E.

2008 Reframing Organizations: Artistry, Choice, and Leadership (4th Edition).
 Jossey-Bass, San Francisco, CA. ISBN: 978-0-7879-8799-2.

Logan, Dave; King, John; Fischer-Wright, Hallee

2011 Tribal Leadership. Harper-Collins Publishers. ISBN-10: 0061251321.

Clark, T.

2012 Business Model You. John Wiley & Sons, Inc., Hoboken, NJ.
ISBN 978-1-118-15631-5.

Textbooks are available from the publisher at: www.wiley.com and www.jossey-bass.com, and other sources.

Instructor:

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Office Hours: Room 301, Monday through Friday (10:00 AM to 3:00 PM) by arrangement

Instructor Profile:

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International.

Professional Experience: Manager with over years of senior, executive, and chief executive experience in government. International management consulting experience specializing in process, leadership, strategic, and organization development for NGOS government, and select for-profit firms.

Introduction:

Welcome to Leadership Development!

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

As doctoral students, you are expected to have a scholarly body of knowledge in the area of leadership, which you are able to use in work settings. You may already have work

experience where you've been able to extensively apply your academic knowledge so the expectation for this course is that you will be able to refine your skills and abilities. In many institutions, instructors with master's degrees can be the primary instructor in undergraduate and graduate courses.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to the business world.

As doctoral students, you will develop your analytical and evaluative skills by assessing the work of subordinate students. Rest assured, this is a learning exercise for you so the instructor can help develop your leadership skills. Your evaluations of other students will not be used by the instructor to evaluate their coursework. Conversely, their evaluation of you through 360-degree feedback tools will not be used to grade your performance. However, it will be used to help you identify areas for leadership development.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail.

Class Procedures:

The instructional design of this course takes into consideration the findings of research in adult learning and the preferred learning styles of adults. Considering the five senses, research (research studies indicate sight ranges from 65-94%) studies generally show the preferred learning approach for adults is:

- Sight- 75%
- Hearing- 13%
- Taste- 3%
- Touch- 6%
- Smell- 3%

Consequently, this course was designed to incorporate these preferred learning styles of you—the student. In practice, observing the modeling of leadership attributes, characteristics, and skills through examples in film and from guest speakers will deepen your understanding of leadership. This will add value to the “sage on stage” lecture part of the course, which is more applicable to listening and hearing (13% of adults prefer this method). In addition, providing opportunities for students to apply what they see, hear, and read about leadership will also help them have a better understanding of leadership. There will be several opportunities for students to ask questions of leaders, and to develop their leadership skills through practical application coursework.

Before each session, you should review the syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and teamwork, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Assignments& Coursework:

Assignment #1 - Individual Exercise Assignment: Profiles of Contributions to Business Leadership, Structure, and Management: This exercise will introduce students to significant contributions toward the study of the discipline of leadership. The instructor will give each student the name of an individual or a leadership concept. Students will then be required to prepare a 500-750 word (2-3 double spaced, 12pt. font pages) report that summarizes the key ideas or thoughts associated with a specific individual or concept. Students will then present their report to the class in a presentation that lasts no longer than 5 minutes. Students should submit a hard copy and an electronic copy. The electronic copy will be collected along with the rest of the student presentations and shared with the entire class.

Assignment #2 - Individual Undergraduate and Graduate Exercise Assignment: Analysis of a Business Leader or firm from a student's country of origin. Based on a student's identified country of origin, he/she will identify an individual or company that exhibits successful leadership characteristics within the identified country, and analyze their leadership traits and characteristics. Students will then present their report to the class in a presentation lasting no longer than 5 minutes. This report should be 500-750 words in length, and needs to be submitted in both printed and electronic form. The electronic reports will be compiled and shared with the class.

As doctoral students, you will not only complete the assignment, but you will also have the additional task of evaluating the undergraduate and graduate student presentations. Completed evaluations will be turned in after student presentations for the assignment have been completed. You will not evaluate yourself.

Assignment #3 - Individual Exercise Assignment: Personal Business Model Canvas. Using the concepts from *Business Model: You*, students will prepare their Personal Business Model Canvas, and present their canvas in class (maximum time of presentation 5 minutes). This means that you will need to complete the electronic template so it can be displayed on the screen.

Assignment #4 - Individual Exercise Assignment: Lessons Learned about leadership from Guest Presenters. During this course, there will be several (at least three) guest presentations on leadership from individuals who are leaders within their organizations and industry. The list of speakers is drawn from a group of leaders from business, government, and NGOs. Having speakers from government and NGOs is important for business students because their activities often have a significant impact on domestic, international, and multinational business leadership settings. Speakers will speak on the topic of leadership for approximately 30 minutes, and will then answer any questions you may have. Your assignment will be to prepare a 500-750 word analysis of the leadership lessons you learned from a particular speaker, and how you can or will use those lessons learned in your professional life. You only need to submit a printed copy of this report since your personal insights will not be shared with the rest of the class.

Assignment #5 - Team Projects (x3): The Analysis of Leadership Skills, Roles, Relationships, Abilities, Characteristics, and Decisions made by the major characters in three films: Atlas Shrugged: Part I, Miracle on Ice, and The Lady (Aung San Suu Kyi). Student learning teams will analyze each of the major characters in a particular film concerning their leadership skills, relationships, abilities, decision-making, characteristics, etc. There will be characters in these films who will portray ethical leadership characteristics, and there will be those who portray unethical leadership characteristics. It is important in today's global business environment for students to be able to identify and analyze both positive and negative leadership examples. The team will prepare a report that is from 1750-2500 words to hand in, and will make a 10-12 minute presentation to the class on their findings (**Note: this means there are three reports and three presentations worth 10 points each). As part of this exercise and grading rubric, team membership will involve a separate 360-degree leadership evaluation of their team.

As doctoral students, you will also complete an evaluation of each learning team presentation except for your team. These evaluations are due at the end of the class period.

Assignment #6 - Individual Leadership Case Study Analysis: Students will analyze a business leadership case study by applying the concepts from *Reframing Organizations & Tribal Leadership*. This case analysis should be approximately 1750-2000 words in length. There is no presentation for this assignment.

Assignment #7- Team Assignment: Students in their learning teams will attend and participate to the best of their ability in group discussions of reading assignments

that are facilitated by DBA students. Participants at the end of these 11 sessions will complete a 360-degree peer evaluation, which is part of the DBA student's coursework.

After completing the 12 sessions where you will facilitate this group work, you will prepare a 1750-2000 word report analyzing your experience leading the team from a leadership perspective. Your analysis should include what you learned from this experience and steps you can take to improve and develop your leadership ability to work with small groups using our course material. You will prepare a maximum of five PowerPoint slides to present a 10-minute summary of your analysis, findings, and recommendations to the class on 5/9. As part of your doctoral program requirements, at least one other faculty member will be present for the doctoral student presentations.

Assignments must have: The student's first, last name, and student identification number at the top of the page. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions that do not meet these requirements will not be recorded.

Class Attendance Defined:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Learning Environment:

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

D- = Very poor performance for a graduate student. Performance is even less than indicated in the “D” grade level above.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

<i>Category</i>	<i>Percent</i>	<i>Point</i>
Assignment #1: Individual: Profile of a Leader or Leadership Concept (Paper & Presentation). 500-750 words in length.	5%	5
Assignment #2: Individual: Profile and Analysis of a Leader from Your Country of Origin (Paper & Presentation). 500-750 words in length. In addition, the completion of evaluations of undergraduate and graduate student presentations	15%	15
Assignment #3: Individual: Personal Business Model Canvas and Presentation. Electronic canvas in addition to a printed copy so it can be viewed on the screen.	10%	10
Assignment #4: Individual: Lessons Learned about Leadership from Guest Presenters (Paper only, no presentation). 500-750 words in length (3 x 3pts. Each)	10%	10
Assignment #5: Team Projects: Analysis of Leadership in three films (Paper & Presentation). Each film is worth 11 points (1750-2500 words in length for each report). In addition, the completion of evaluations of team presentations.	20%	20
Assignment #6: Individual: Leadership Case Study Analysis (1750-2000 words in length)	15%	15
Assignment #7: Individual: Facilitation of student learning team reading assignment discussions (x12), and the completion of a 1750-2000 word report analyzing this experience complete with findings and recommendations as indicated in the assignment section above.	25%	25
	100%	100
Individual Performance = 80% & Group Performance = 20%		

Late Assignments

Assignments are due on the date listed in the schedule. There is a two-day grace period after the date the assignment is due. After this grace period, there will be a 5% deduction for each week the assignment is late. Electronic submissions that do not contain the required titles and identifying information will not be recorded. If you have extenuating circumstances where you missed a deadline or know in advance that you will miss a class, please see the instructor to see what alternatives you have. If you are ill or have a family emergency that prevents you from attending a presentation or turning in an assignment on time, a formal documented excuse may be required from your medical professional, court, etc.

Format for Submitting Assignments

(1) Write your first name, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 24	<ul style="list-style-type: none">● Overview of the course and Review of the Syllabus.● Course Assignment #1: Assignment of a Leader or Leadership Concept to individual students for research report and presentation.● Completion of Individual Leadership Style Assessments in class.● Reading Homework for 1/31: Read Chapters 1 & 2 in Reframing Organizations.
January 31	<ul style="list-style-type: none">● Discussion of Reframing Organizations Chapters 1-2.● Formulation of Learning Teams.● Course Assignment #2: Identification, Profiling, and Analysis of a Leader from an individual student's country of origin.● Course Assignment #1 Due Today: Individual student presentations of their assigned leader or leadership concept. The paper part of the assignment is due by the end of class.● Reading Homework for 2/7: Read Chapters 3-4 in Reframing Organizations, read Chapter 1 in Tribal Leadership.
February 7	<ul style="list-style-type: none">● DBA Student facilitated review/discussion of reading assignments with learning teams.● Course Assignment #2 Due Today: Presentation and paper. DBA student evaluation of presentations.

	<ul style="list-style-type: none"> • Discussion of Reframing Organizations Chapters 3-4 and Tribal Leadership Chapter 1. • Reading Homework for 2/14: Read Chapters 5-6 in Reframing Organizations and Tribal Leadership Chapter 2.
February 14	<ul style="list-style-type: none"> • Leadership Film #1: Part A: A View for Team Analysis. • Course Assignment #5-1: Team Analysis of Leadership in film. • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Reframing Organizations Chapters 5-6, and Tribal Leadership Chapter 2. • Reading Homework for 2/21: Reframing Organizations Chapters 7-8 and Tribal Leadership Chapter 3.
February 21	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning teams. • Leadership Film #1 Part B: View for Team Analysis. • Discussion of Reframing Organizations Chapters 7-8 and Tribal Leadership Chapters 3. • Reading Homework for 2/28: Reframing Organizations 9-10 and Tribal Leadership Chapter 4.
February 28	<ul style="list-style-type: none"> • Guest Speaker #1 (Assignment 3-1). • Course Assignment #3-1: Leadership Lessons Learned from the Guest Speaker. • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Reframing Organizations Chapters 9-10 and Tribal Leadership Chapter 4. • Course Assignment #5-1 Due Today: Presentation and paper (may overflow into 3/7). DBA student evaluation of presentations. • Reading Homework for 3/7: Reframing Organizations Chapters 11-12 and Tribal Leadership Chapters 5.
March 7	<ul style="list-style-type: none"> • Guest Speaker #2 (Assignment 3-2). • Course Assignment #3-2: Leadership Lessons from the Guest Speaker. • Course Assignment #3-1 Due Today: Leadership Lessons Learned from the Guest Speaker. • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Reframing Organizations Chapters 11-12 and Tribal Leadership Chapter 5. • Reading Homework for 3/14: Reframing Organizations Chapters 13-14 and Tribal Leadership Chapter 6.
March 14	<ul style="list-style-type: none"> • Leadership Film #2: Part A: View for Team Analysis. • Course Assignment #5-2: Team Analysis of Leadership in Film. • DBA Student facilitated review/discussion of reading

	<p>assignments with learning teams.</p> <ul style="list-style-type: none"> • Discussion of Reframing Organizations Chapters 13-14 and Tribal Leadership Chapter 6. • Reading Homework for 3/28: Reframing Organizations Chapters 15-17, and Tribal Leadership Chapter 7.
March 28	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Reframing Organizations Chapters 15-17 and Tribal Leadership Chapter 7. • Leadership Film #2: Part B: View for Team Analysis. • Reading Homework for 4/4: Reframing Organizations Chapters 18-19, Tribal Leadership Chapter 8. • Discussion of Course Assignment #6, which is due by the start of class on 5/9.
April 4	<ul style="list-style-type: none"> • Guest Speaker #3 • Course Assignment #3-3: Leadership Lessons Learned from the Guest Speaker. • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Reframing Organizations 18-19, and Tribal Leadership Chapter 8. • Reading Homework for 4/11: Reframing Organizations Chapters 20-21, Tribal Leadership Chapter 9, and Business Model You Chapter 1.
April 11	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning teams. • Course Assignment #5-2 Due Today: Team Analysis of Leadership in Film both presentation and paper. DBA student evaluation of presentations. • Course Assignment #3-3 Due Today: By the end of class. • Discussion of Reframing Organizations Chapters 20-21, Tribal Leadership Chapter 9, and Business Model You Chapter 1. • Reading Homework for 4/18: Tribal Leadership Chapters 10-11, and Business Model You Chapters 2-4.
April 18	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Tribal Leadership Chapters 10-11, and Business Model You Chapters 2-4. • Leadership Film #3 Part A: View for Team Analysis. • Course Assignment #5-3: Team Analysis of Leadership in Film. • Reading Homework for 4/25: Business Model You Chapters 5-8.
April 25	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning teams. • Discussion of Business Model You Chapters 5-8.

	<ul style="list-style-type: none"> • Leadership Film #3 Part B: View for Team Analysis. • Course Assignment #3: Personal Business Model Canvas. • Reading Homework for 5/2: Business Model You Chapters 9-10
May 2	<ul style="list-style-type: none"> • DBA Student facilitated review/discussion of reading assignments with learning team. • Discussion of Business Model You Chapters 9-10. • Course Assignment #5-3 Due Today: Presentation and paper. DBA student evaluations of presentations. • Personal Business Model Canvas Development.
May 9	<ul style="list-style-type: none"> • Course Assignment #3 Due Today: Presentations and submission of canvas. • Course Assignment #6 Due Today: Paper. • Course Assignment #7 Due Today: Paper and Presentation.