



SCHOOL OF CONTINUING STUDIES

**Organizational Leadership Principles and Practice
BUSCS 325 (2 units)**

INSTRUCTOR: Elijah Levy, Ph.D.

Location: South Coast Metro Campus

Phone: (562) 230-3334 Email: elijah_levy@redlands.edu or thelevylaunch@yahoo.com

Class Dates: January 11, 18, 25 February 1, 8, 15

Meeting Time: 4:30 – 8:15

PRE-COURSE INSTRUCTIONS

In preparation for the first class meeting, please read this syllabus, and any pre-course assignments posted on Moodle (the School of Continuing Studies online course management system). You should receive information about Moodle approximately a week before your course begins.

If you need assistance in accessing Moodle, please contact info-scs@redlands.edu or (909) 748-8868.

CATALOG DESCRIPTION

BUSCS 325 (2 units): Explore organizational leadership roles: visionary, manager, director, change agent, supervisor, coach and mentor. Identify how leadership styles influence the direction of the organization. Develop an appreciation for how leaders affect daily operations.

COURSE OVERVIEW AND RATIONALE

Through this course, students examine broad organizational leadership concepts with the goal of applying those concepts in relevant real world practice. The principles taught throughout the course focus on modern management and leadership theories. The goal is for each participant in the course to learn how those theories apply to their current role in the workplace.

Participants will have the opportunity to participate in role playing scenarios as well as other applied lessons designed to explore how individual leadership styles work in specific situations. Attention is also given to examine common leadership traits and behaviors in the context of everyday workplace situations.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Identify various perspectives on leadership and be able to apply those theories to real world situations
2. Understand how common leadership traits, behaviors and relationships help support the leader
3. Develop contingency plans and approaches to support leadership
4. Identify bad leaders and poor leadership qualities in order to avoid emulating such behaviors
5. Understand personal leadership styles and attributes
6. Develop and support leadership relationships to motivate and mentor others

MAJOR TOPICS

- Defining leadership
- Leadership models
- Various leader roles and responsibilities – visionary, director, manager, change agent, supervisor, coach and mentor
- Leadership traits and characteristics
- Leader relationships
- Motivating and encouraging others
- Power and influence

LEARNING MATERIALS AND RESOURCES

Required Text: Northouse, P. G. (2016). *Leadership: Theory and Practice*. (7TH edition). Newberry Park, CA: Sage Publications. ISBN# 978-1483317533.

Session	Topics	Assignments
Jan. 11 <i>Introduction and Overview of Leadership</i>	<ul style="list-style-type: none">• Introduction/overview• Historical leadership perspectives• Critical Thinking• The Disciplined Mind	<i>Reading</i> Chapter 1 <i>Assignment</i> Your experience as a leader (3-4 minute presentation)
Jan. 18 <i>Leaders</i>	<ul style="list-style-type: none">• Leadership traits and behaviors• Leader relationships• Contingency leadership	<i>Reading</i> Chapters 2, 3, 4 <i>Assignment</i> Discussion question
Jan. 25 <i>Individual Leadership Styles</i>	<ul style="list-style-type: none">• Courage• Leading minds and hearts• Followership• Moral leadership	<i>Reading</i> Chapters 5, 6, 7 <i>Assignment</i> Discussion question Biographical sketch paper and presentation
Feb. 1 <i>Leader Relationships</i>	<ul style="list-style-type: none">• Motivation• Empowerment• Communication• Leading teams• Power and influence	<i>Reading</i> Chapters 8, 9, 10 <i>Assignment</i> Discussion question
Feb. 8 <i>Leader as Social Architect</i>	<ul style="list-style-type: none">• Creating vision• Strategic direction• Communicating values• Leading change	<i>Reading</i> Chapters 11, 12, 13 <i>Assignment</i> Discussion question
Feb. 15 <i>Review</i>	<ul style="list-style-type: none">• Putting it all together• Establishing leadership in your organization	<i>Reading</i> Chapters 14, 15, 16 <i>Assignment</i> Discussion question Biography project and presentation

ASSIGNMENTS

1. Discussion Questions

For each class session, you need to prepare a question, comment or idea for discussion. It has to be related to the readings (not the cases). Please bring a hard copy of your question or comment to class. Questions that are late will only earn half credit.

A *good* discussion question or comment is one that you want to discuss with the class. It should be one that you regard as important—one that you actually care about. You should be interested in it, and it may be provocative; it may even cause an argument. Questions should be open ended.

A *poor* discussion question or comment is one that you chose just to show that you did the reading. A poor question is closed ended (like a multiple choice quiz question), one where you are not really interested in the answer, or one to which you already know the answer.

The purpose of these questions is to stimulate your interest in the readings by encouraging you to relate the readings to your everyday life and to issues that you care about—to help you to become more engaged with the ideas in the course. Many students find that bringing in a discussion question changes the way they read. As they read an article, they have this discussion question assignment in the back of their minds and are asking themselves what it is that they want to discuss about the reading. They report that it makes them read more carefully. It helps them think about whether the readings are important to them, how they are important, or what aspects of them are important. The discussion question works best if you reflect on the reading and come up with the question right after completing the week's reading. A handout with all of the discussion questions will be given to you each class meeting.

2. Biographical Sketch and Presentation

Choose a famous leader you admire, past or present. Research the leader and prepare a biographical sketch of him/her focusing on what made him/her a great leader. Prepare a 2-3 page written report describing his/her leadership role, achievements, behaviors, attitude and style. Provide at least one example of something new you learned from your research. Cite your research in your paper and provide a context that ties what you are learning in the course to your leader. Your presentation should be 5-10 minutes.

3. Biography Project and Presentation

Write a 5-7 page paper focusing on the leadership theories and frameworks you learned about during the course. Use this knowledge to analyze a leader you know personally. This could be your boss, a community leader, friend or coworker. The instructions give you a general guideline and some suggestions, but feel free to ask questions and discuss your project with others. Every case should have two components inter-woven into it – a theory and a story.

Prepare a 10 minute presentation about your leader. Your presentation should provide a brief introduction of the person, but the bulk of the presentation should focus on his/her actions and how those actions reflect leadership characteristics and traits. Use the information you explored during the course to tie elements of your presentation together.

Your research may require that you conduct personal interviews with your leader and others to be able to frame your paper and presentation. Your paper should provide a balance of real world application as well as academic discussion of the material examined in class.

GRADING

Assignment	Weight (%)	Session Due
Discussion Questions	25	2-6
Biographical Sketch Paper	15	3
Biographical Sketch Presentation	15	3
Biography Paper	30	6
Biography Presentation	15	6

Total	100	
-------	-----	--

Guidelines for Writing and Presentations

Written and oral assignments in this course will be evaluated based on the following:

- evidence of learning in accordance with the course objectives
- depth of critical analysis
- reference to relevant issues and materials
- organization and thoroughness
- effectiveness of argumentation/analysis
- effectiveness of delivery
- accurate and coherent use of language

Assignments should demonstrate that you have analyzed and are thinking critically about the key issues in the course and relevant materials. Assignments should be logically presented, adequately supported and carefully reasoned.

Guidelines for written assignments:

- Double-space
- Use one-inch margins all around and business-like fonts
- Your name should appear only on the title page of your paper, not on any text pages
- Use APA format (or other widely recognized style) for references and citations

The following guidelines reinforce details that support you in the process of writing.

Grammar and punctuation

- Use complete sentences. Make sure each sentence has a subject and a verb to form an independent clause.
- Avoid run-on sentences by separating the independent clauses in your writing with a coordinating conjunction.
- Use a comma before a coordinating conjunction joining independent clauses and between all items in a series.
- Be consistent in choosing the tense, mood, and voice of verbs.
- Subject nouns and pronouns must agree with the verb form.
- A common error is using a plural noun or pronoun with a singular subject because we are trying to avoid gender-specific pronouns. For example, we might say, "That employee enrolled in training to improve their likelihood of promotion." We could say instead, "That employee enrolled in training to improve the likelihood of promotion."
- Do not use contractions.
- Follow the rules for singular and plural possessives.
- Learn to recognize and hyphenate compound modifiers and compound phrases.

Editing and proofreading

- Use spell-check and proofread. Review your writing out loud. Sometimes you will hear problems in the text that you do not identify by reading. Ask someone else to read your paper in order to identify those places where the text may be improved.
- Read for clarity and simplicity. In many cases two sentences are more appropriate than one complex sentence with two concepts.
- Review every sentence in your paper and ask yourself, "How can I write this to express my thought more clearly and with improved vocabulary?"

Write clearly and concisely.

Grading

Certificate Requirements

In order to be awarded a Certificate you must complete all coursework with a 2.0 cumulative GPA, and a grade of 1.7 or higher in any individual course. A grade below 1.7 in an individual course will not be applied to a Certificate program.

Listed below is the grading criteria adopted by the University of Redlands. Grades of A-F are earned based on the following criteria. While students may feel that a grade of A or B should be given for doing minimal work, the criteria sets forth a

higher standard for achieving such grades. All grades are final. You may not negotiate for a higher grade (unless a calculation has been made in error).

4.0	A	100%-95%	2.0	C	76%-74%
3.7	A-	94%-90%	1.7	C-	73%-70%
3.3	B+	89%-87%	1.3	D+	69%-67%
3.0	B	86%-84%	1.0	D	66%-64%
2.7	B-	83%-80%	0.7	D-	63%-60%
2.3	C+	79%-77%	0.0	F	59% and below

3.7, 4.0 A Outstanding

Exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7, 3.0, 3.3 B Excellent

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity, and with evidence of intellectual insight.

1.7, 2.0, 2.3 C Acceptable

Quality of the work was acceptable, meeting minimal course standards, but not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7, 1.0, 1.3 D Poor

Quality of work was not always satisfactory, but overall was passing. Assigned work was not always done, and when done was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulations of ideas, and thoroughness.

0.0 F Failing

"F" indicates that the student failed the course. The quality and quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

I: Incomplete. With a valid excuse, an incomplete will be given. An "incomplete" is not given for poor or neglected work. A grade of "incomplete" is to be granted only for very special reasons and should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation that prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last session of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a final change. See U of Redlands Catalog.

W: Withdraw. Student officially withdraws from the course. A student who stops attending the course may be administratively withdrawn and issued a grade based on the amount of work completed for the entire course, not a pro-rata grade based on the completion of work done up to the point the student stopped attending. Details are outlined in the U of R Catalog.

Late Assignments

An assignment submitted late will be penalized one full grade point each week it is late. For example, an assignment that would be evaluated as a B (3.0) if it were on time, would receive a C (2.0) if it is one week, a D (1.0) if it is two weeks late, and an F (0.0) if it is three weeks late. If you miss a class, and an assignment is due, it is your responsibility to make sure the assignment is submitted on or before the due date.

ADDITIONAL COURSE POLICIES

Time Management

Each unit of course credit is the equivalent of roughly 40 hours of work (in-class and homework). Therefore, each hour you are in class will typically be accompanied by three or more hours of homework. The amount of time spent doing homework depends upon the subject matter, what may be due the following session, your background and experience with the subject matter and your academic experience. Plan your schedule accordingly.

Academic Success and Disability Services

A student with a documented disability who wishes to request an accommodation should contact Academic Success and Disability Services at (909) 748-8108.

Academic Honesty

The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in *all* written assignments. If you did not actually collect the data or independently arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else's sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is your responsibility that citations and quotation marks **unambiguously** highlight the ideas, words, sentences, and arguments that you borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it **completely** reconstructs someone else's idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see the materials provided by the Indiana University's Writing Tutorial Center at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> or Harvard University's Expository Writing Program at <http://www.fas.harvard.edu/~wricntr/resources.html>

Revised: 10/15/12 eb