Course Syllabus

Contemporary Business Issues

GSBM 484.45

Fall 2015

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Pepperdine University

Graduate School of Education and Psychology
Orange County Campus

10/17, 10/31 & 11/21 8AM-5PM

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Course Description: This course will include an in depth look at you as a leader of yourself and of others in myriad situations, using different learning modalities in a fast paced, highly interactive process of discovery toward optimized applications to your life and your work.

Note: There is significant pre-course work for this fast paced course. All required articles are posted under “resources” on Sakai

Course Objectives Include: An examination of the following subjects through readings, contemporary media resources (including TED.com talks) discussions (student lead and/or professor lead), self-assessments, peer-assessments, interviews with leaders and student presentations (oral and written) to the class.

Students will:

- Explore contemporary business issues and paradigms
- Evaluate traditional and contemporary leadership models, positions and platforms
- Identify their own platform or strategy for earning followership and trust in today’s business environment
- Confront a current social or personal leadership issue facing the student and to use their own code of conduct and leadership tools to practice resolving such issues.

Subjects Examined: (a partial list)
Creating a current life purpose or personal mission statement and other ways to become a “Happy High Achiever”

Constructing and updating a personal/professional vision with milestones

The distinctions between leadership, management, coaching, counseling, facilitation, etc…, especially in diverse communities.

To explore the Innovator’s DNA

Explore of diversity as a business strategy and competitive advantage

Your leadership and management preferences and how to optimize them in alignment with your skills and learning style

Organizational change strategies employed by effective leaders

Examining leading ethical concepts toward a broad understanding upon which the student can construct their own ethical platform from which to lead themselves and others

Time management and life balance strategies and skill development

Personal power: how to get it, how to use it and how to give it away to make the greatest difference

An exploration of the relationship between personal transformation and leadership effectiveness

An exploration of how each student’s leadership behaviors are perceived and what each can do to reshape any part of those perceptions

An examination of the strengths-based theory developed by the Gallup organization and how it can be applied to becoming a more effective leader

Support for the Christian Mission of the University The Organizational Leadership doctoral program strongly supports and advances the Christian mission of Pepperdine University. The mission of the University calls for strengthening students for lives of purpose, service and leadership. These objectives are achieved throughout the Organizational Leadership curriculum. This particular course contributes to the mission of the University through such student outcomes as understanding leadership theories and approaches to leadership in diverse settings as well as exploring effective leadership and the service it brings to others and oneself.

Required Texts:


Recommended Texts:

- The Bible
• Covey, Stephen (1989). *The Seven Habits of Highly Effective People*
• De Pree, Max (1993). *Leadership Jazz.* DTP.

• Jampolsky, Gerald (1979). *Love is Letting Go Of Fear.* First Printing.
• Johnson, Spencer (1988). *The One Minute Teacher: How to Teach Others to Teach Themselves.* William Morrow & Co.
• McCain, John (2006) *Success Built to Last*
• Prager, Dennis (1998). *Happiness is a Serious Problem.* HarperCollins Publisher, Inc.
• Sanders, Tim (2002). *Love is the Killer APP.* Crown Publishing Group.

**Evaluations:**

Course grades will be based on the following criteria. Evaluations will manifest from classmates, yourself and the professor:

I Write in 500 words (max) your leadership philosophy and share same with the class during the 11/21 class, in ≤ 5 minutes … commenting on the implications going forward from this project  20 points

II Class participation including your discussions on selected readings from the required texts and periodicals. Note: usefulness, simplicity and comprehensiveness will be considered when evaluating your class participation  60 points

III Write in 500 (max) words your L.D.P. (Leadership Developmental Plan) and discuss it for 5 minutes during the 11/21 class. The objective of this project is to have your purpose plus your vision for at least 5 years plus your actual plan with milestones. This paper is to be shared with the class and the professor during your discussion.  20 points

**Total points available**  100 points

A = 92 points or above
B = 84 points to 91 points
C = 76 points to 83 points
D = 68 points to 75 points
F = Below 68 points

**Class Date:**

10/17/15: 8AM-5PM

**Pre-course assignments to be completed in preparation for the first class on 10/17**

From your pre-class assignments, please share your three big ideas from:

**Watching:**
Simon Sinek: How great leaders inspire action

Steve Jobs – How to live before you die
http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html

Daniel Pink – Motivation
Reading:

*The Happy High Achiever’s Guide to Happiness*: Caesar & Caesar  
*Chess Not Checkers*: Mark Miller  
*The Innovators DNA*: Jeff Dyer, Hal Gregersen, Clayton Christensen  
Discovering Your Authentic Leadership HBR article

Share:
Your picture of yourself as a leader in your world today and your vision of yourself as a leader in your world in five years and discuss the implications of your drawings

Your leadership/life story  
Your StrengthsFinder Profile (page 31) in StrengthsFinder 2.0  
Personal Exploration Questionnaire’s answers

Discuss:
Givers who are successful and happy  
Job currencies  
Roles we play at work

10/31/15: 8AM-5PM

Reading before 10/31:
*The Art of Living*: Epictetus, *The Four Agreements* by Don Ruiz and *The Leadership Dojo* by Richard Strozzi-Heckler  
What Makes A Leader (HBR)  
Discovering Your Authentic Leadership (HBR)  
Manage Your Energy Not Your Time (HBR)  
The Speed of Trust book summary  
Six relationship poisons  
Hire Right

Re-connect and review materials to date

Watch in class:
The Power of Positive Vision and the story of the Starfish Thrower  
Seeing Red Cars

Dan Buettner – How to live to be a 100+  
[http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100.html](http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100.html)

Explored in class:
Your HHA scoreboard implications

Your trust building behaviors combined with your relationship poisons pattern and implications
Examine in class:
Your relationship with stakeholders and other influential people in your life
How not to be a captured vendor

Review and discuss:
What Makes A Leader (HBR)
Discovering Your Authentic Leadership (HBR)
Manage Your Energy Not Your Time (HBR)
Situational leadership models
Character Strengths (Hire Right)

11/21/15: 8AM-5PM

Watch Before Class:
David Logan – Tribal Leadership
http://www.ted.com/talks/david_logan_on_tribal_leadership.html

Brené Brown – The power of vulnerability
http://www.ted.com/talks/brene_brown_on_vulnerability.html

The Long Journey to Becoming 10% Happier
http://www.youtube.com/watch?v=4sXBEfIXUno&app=desktop

Kelly McGonigal – How to make stress your friend

Candy Chang – Before I die I want to
http://www.ted.com/talks/candy_chang_before_i_die_i_want_to.html

Discuss in Class:
The above pre-class assignments

Share your L.D.P. (Leadership Development Plan) and your Leadership Philosophy papers as described earlier in this syllabus

Brand strengths exercise

Explore your most courageous leadership conversation as we experience “just in time” leadership coaching in a group context

Wrap-up and feedback on class participation