DR. BARBARA LINCOLN

GSBM 484.25

CONTEMPORARY BUSINESS ISSUES:
LEADERSHIP, INTEGRITY AND CHANGE

SPRING 2016

FEBRUARY 27, MARCH 19, and APRIL 2, 2016

WEST LOS ANGELES GRADUATE CAMPUS

SYLLABUS
CONTEMPORARY BUSINESS ISSUES:

LEADERSHIP, INTEGRITY AND CHANGE

GSBM 484.25
SPRING 2016

Day/Class: Saturdays: February 27, March 19 & April 2, 2016
Time: Saturdays from 8:30 a.m. to 5:30 p.m.
Location: West Los Angeles Graduate Campus

Dr. Barbara Lincoln
E-mail: drlincoln2@earthlink.net
Other contact information will be provided at our first session.

Note: If you cannot attend all scheduled sessions for this class, please do not enroll in this course at this time.

Course Description

What is leadership? There is no universally accepted definition of leadership because it is such a complex phenomenon. “Leadership is the most studied and least understood topic of any in the social sciences...it is like the Abominable Snowman, whose footprints are everywhere, but who is nowhere to be seen” (Bennis & Nanus, 1985). Leadership is critical for organizational success — especially in light of the number of changes affecting today’s business and economic world.

This seminar exposes students to the theories and styles of leadership. The seminar aims to explore the complex dynamics of leadership in organizations and examine the implications of differing forms of leadership on individuals. Traditional and contemporary leadership theories and styles are examined for their relevance to organizations, and students will examine how leadership research can be directly applied at work. Students will explore the characteristics of change leaders and ethical leaders, and focus on the role of values and integrity in leading organizations.

The emphasis of the course will be on developing a greater understanding of the diverse theories of leadership, the issues, problems, and opportunities that correspond to the various leadership styles, and to explore the variety of relationships that exist between leaders and followers in organizations. Leadership will be examined from theoretical as well as practical perspectives. Students will explore strategies and skills which contribute to creating organizations, systems and structures in which people can develop and apply their full potential as leaders.

Students will examine their current skills and leadership style through a variety of self-assessment activities. We ask many questions about the meaning of leadership, such as what are the key actions, behaviors and communication styles of leaders, and are leaders born or made. We may want to know the role of values and integrity to leadership, and understand the importance of shared values and vision. We may want to understand change leadership...
and the challenges that a new leader will likely encounter, or the importance of challenging the process and being emotionally intelligent. No one class can provide all the answers, but in this class, we get to explore the phenomenon of leadership from differing perspectives, and hopefully learn to awaken the leader in all of us.

_Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the gray twilight that knows neither victory nor defeat._

~~~ Theodore Roosevelt

Course Objectives

The course of study is designed to provide the participant with a fundamental understanding of the development of the different types of leadership theories, models and concepts, and to analyze and appreciate their own leadership style. The participant will have an opportunity to consider the values and ethical issues associated with leadership, and to develop skills to create and manage change in organizations.

This seminar incorporates the following:

a) To analyze the implications of leadership and management on the workforce;
b) To acquaint students with the strengths and criticisms of different approaches to leadership;
c) To provide a forum for students to problem-solve around issues related to leadership and management;
d) To expose students to a variety of leadership practices that have been adopted by various organizations;
e) To develop and practice leadership skills through experiential exercises;
f) To evaluate and better understand leadership styles and issues, and to apply leadership ideas to actual case situations.

Methodology

Class meetings will be interactive and emphasize discussion and participation rather than a traditional lecture format. There will be a strong emphasis on discussing assigned readings and sharing experiences. The use of written assignments, case analyses, discussions, in-class activities, and individual and group presentations will provide a variety of learning experiences. The emphasis is on the application of the conceptual knowledge to “real world” organizational situations. The use of films and case studies will also be utilized.

Students will be expected to display high personal involvement and commitment that is evidenced by their competent preparation and active participation in all facets of the learning experience. They will demonstrate integration of course concepts and theoretical frameworks in all class activities, and take a professional approach to the mastering of the subject matter.

_The price of greatness is responsibility._

~~~ Winston Churchill, British prime minister (1874-1965)
Course Materials

Textbooks:


Articles:

Highly Recommended:

Additional Handouts: Will be distributed in class.

Additional Recommended Books


**Attendance Policy**

Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in and completion of the course. Students who miss more than one class session (which is considered to be a 4-hour meeting) may have their final course grade reduced to the next lower grade level (e.g., a grade computed as B+ is recorded as B). Note: Attending only approximately one-half of a class session corresponds to one-half of a class session being missed. It is recognized that business related activities or an illness might necessitate an absence, and it is expected (as well as courteous) to let the instructor know in advance of the class.

**University Conduct**

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.
The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:
- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.

**Policy on Disabilities**

**Assistance for Students with Disabilities**

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).
Additional Guidelines – Please read this carefully

- All required reading is to be completed prior to the class session it will be presented.
- Keep a copy of everything you submit.
- **A front cover page** should be included with all work turned in.
  - This cover page should have the name of the assignment, the student’s name, the course title, the professor’s name and the date submitted.
- *All course assignments are to be submitted to Sakai

**APA format is expected to be followed for all written work turned in.**

- All papers are to be word processed – **double-spaced, with 1” margins** on all sides.
- All sources must be properly cited, both in the text of the paper and on the reference page.
- Professional writing is the ability to express oneself both articulately and accurately using the written word. Business demands that reports and papers be accurate, make a point, and suggest a direction or a conclusion, and professional writing is a course expectation.
- Papers are to be carefully proofread to catch all errors in grammar, punctuation, sentence structure, spelling, etc.
- All papers are graded on content, format and style.
- Regarding scholarly research material for your papers in this class, the following internet resources are not acceptable for citation purposes: Wikipedia, WikiAnswers.com, or any other Internet resource where authors and/or sources cannot be identified and properly cited.

- All papers are to be the student’s own work. Failing to provide citations for the words or thoughts of another is considered plagiarism, and it is considered improper conduct subject to disciplinary action.
- Plagiarism, defined by the Council of Writing Program Administrators, is *when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. This means: submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source.

**Assignments must be turned in when due.**

- Late work cannot be accepted unless prior arrangements have been made with the professor.
- Assignments turned in late will **incur a penalty deduction of 10% per day up to one week late.**
- **If more than 7 days late, then no points will be given.**
- If a student must miss a class, then the assignment should be e-mailed to the professor on or before the due date, as well as being submitted to Sakai.
It is the student’s responsibility to obtain all information on missed sessions from fellow students or the professor.

- **Regarding cell phones:** There is no cell phone use during class. This is very disruptive. If you require an exception, discuss this with the professor.
- **Students will be expected to demonstrate collaborative learning skills by being prepared for all class individual and group activities, by participating in group activities, both in and out of the classroom, and by cooperating and respecting the concerns, differences and needs of other group members.

- **Eliminate laptop computer distractions.** You should only use your laptop computer during class for class-related purposes. You should not use your laptop computer during class for any other activities, including playing games, listening to music, downloading files, visiting websites unrelated to class activities, reading or sending e-mail unrelated to the class assignments, instant messaging your friends, and so forth.

**Grading**

The quality of learning in this class reflects, in large part, the thoroughness of preparation of each member of the class for class meetings, and the contributions of all class members. Opportunities are provided for clear feedback, not only from the professor but from the other students as well.

Evaluation criteria will include the quality and quantity of your written and oral participation in class. **Participation is an important part of this course.** One of the most important learning activities of this course is the extent to which you engage in active class participation. Each class meeting will be a forum to share ideas and understanding.

It is essential that students listen carefully and participate in each session. Appropriate and effective class participation means that:

- The points made are relevant to the discussion, and that they increase understanding; the quality of participation is more important than the quantity; comments should take into consideration the ideas offered by others earlier in the class, and should show evidence of a thorough reading and analysis of the material; the student listens when others talk, both in groups and in class; the student consistently is a willing participant, and responds frequently to questions; routinely volunteers point of view.

**It is imperative that all students read all assigned materials thoroughly before coming to class,** and are prepared to evaluate and discuss the material. Students are graded on the quality and impact of their contributions, the ideas shared and questioned and their ability to think critically.

This course has been designed to give students as many opportunities as possible for class discussion and participation. Some students are initially hesitant to speak up in a classroom, but with some practice most students come to enjoy it and find it beneficial. Students should regard it as an opportunity to improve their skills in this area. Further, learning is not just between the student and the teacher but is an important part of the whole classroom experience. When students participate, they learn from each other and internalize the knowledge better.
The student's final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation and Discussion Session 1</td>
<td>24</td>
</tr>
<tr>
<td>2. Book Review (Due 3-18-16, by 10:00 p.m.)</td>
<td>14</td>
</tr>
<tr>
<td>3. Personal Leadership Reflection Paper (Due 3-26-16, by 10 p.m.)</td>
<td>20</td>
</tr>
<tr>
<td>4. Chapter Oral Presentation</td>
<td>18</td>
</tr>
<tr>
<td>5. Leading Change - Chapter assignment (Due 4-1-16, by 10 p.m.)</td>
<td>16</td>
</tr>
<tr>
<td>6. Leadership failure story (Due 4-2-16, in class)</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading: Grades are determined on a straight-scale basis using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Exceptional quality work</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>Professional quality work</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>Marginal work</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
<td>Unacceptable work</td>
</tr>
<tr>
<td>F</td>
<td>66 or below</td>
<td></td>
</tr>
</tbody>
</table>

"Character is doing the right thing when no one is watching."

~~~ J.C. Watt

**Class Agenda**

Please note: All students are expected to have read the assigned chapters and articles BEFORE coming to class.
<table>
<thead>
<tr>
<th>Session Number</th>
<th>DATE 2016</th>
<th>READINGS</th>
<th>ACTIVITIES &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/27/16</td>
<td><strong>Daft:</strong> Chapters 1-2 <strong>Articles:</strong> -Discovering your authentic leadership. -Level 5 Leadership</td>
<td>Assessments and in-class activities will be part of each class session.</td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, AM</strong></td>
<td>Introduction to course</td>
<td>Review syllabus and course expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is leadership?</td>
<td>Leadership traits, behaviors and relationships</td>
</tr>
<tr>
<td>2</td>
<td>2/27/16</td>
<td><strong>Daft:</strong> Chapters 3-4</td>
<td>Video</td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, PM</strong></td>
<td>Contingency Approaches</td>
<td>The leader as an individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em><strong>Book Review - Due 3-18-16 by 10 p.m.</strong></em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3/19/16</td>
<td><strong>Daft:</strong> Chapters 5, 6, 7 <strong>Articles:</strong> -Seven surprises for new CEOs -What makes a leader? -Just how unethical is American Business?</td>
<td><em>Student Chapter Presentations.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, AM</strong></td>
<td>Leadership mind and heart</td>
<td>Courage and moral leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Followership</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3/19/16</td>
<td><strong>Daft:</strong> Chapters 9, 10, 12</td>
<td><em>Student Chapter Presentations.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, PM</strong></td>
<td>Leadership Communication</td>
<td>Leading Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Power &amp; Influence</td>
<td><em>Book Review - discussion of key points</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em><strong>Personal Ethical Leadership Reflection Paper Due 3-26-16, by 10 p.m.</strong></em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4/2/16</td>
<td><strong>Daft:</strong> Chapters 13, 14</td>
<td><em>Student Chapter Presentations.</em> Assessments</td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, A.M.</strong></td>
<td>Creating Vision and Strategic Direction</td>
<td>Shaping Culture and Values</td>
</tr>
<tr>
<td>6</td>
<td>4/2/16</td>
<td><strong>Daft:</strong> Chapter 15</td>
<td><em>Student Chapter Presentations.</em> <em>Leadership failure story</em> Course wrap-up.</td>
</tr>
<tr>
<td></td>
<td><strong>Saturday, P.M.</strong></td>
<td>Leading change</td>
<td></td>
</tr>
</tbody>
</table>

*Management works in the system; leadership works on the system.*  
~ ~ ~ ~ *Stephen R. Covey*
Course Requirements

1. Class Participation

Student involvement in discussions during each session is an important aspect of this course. Quality participation in class is encouraged and will be a large component of the final grade. Discussions will cover chapter contents, presentations, cases, and class activities. The instructor may call upon students to start the discussion and/or answer specific questions during the class session. *Regular participation in the learning process is a key performance expectation.*

The quality of participation is extremely important, and this includes the ability of a student to illustrate their reasoning and assimilation of the course materials. To earn full credit for participation, the student's comments must be relevant and reflect understanding of the text and previous comments of other students, and the student is willing to share insights about the material. The student actively and consistently contributes to discussions, listens when others talk, and is prepared for class with assignments and required class materials.

Excellent participation is characterized by contributions that have an impact on the listener by providing new insight into the reading, holds the group’s attention, causes us to reflect more deeply, provides a great illustrative example, connects ideas to additional course materials, and presents thoughts coherently.

*Note: Sitting in class with a laptop open and attention focused on the computer is inappropriate behavior for this class as it inhibits participation and is perceived by others as a lack of interest in the material being discussed.*

Class Participation Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria for Class Participation</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td></td>
</tr>
<tr>
<td>comments are relevant and reflect understanding of text, previous remarks of other students; shares insights about assigned material.</td>
<td>4</td>
</tr>
<tr>
<td>comments are sometimes relevant and reflect understanding of text, previous remarks of other students; sometimes shares insights about assigned material.</td>
<td></td>
</tr>
<tr>
<td>comments sometimes irrelevant, indicate a lack of preparation, or lack of attention to previous remarks of other students</td>
<td></td>
</tr>
<tr>
<td>comments reflect little understanding of either the assignment or previous remarks made in class.</td>
<td></td>
</tr>
<tr>
<td>Student actively</td>
<td>Student proactively</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Engagement In Class</td>
<td>contributes to class by offering ideas and asking questions <strong>more than once</strong> per class.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens when others talk, both in groups and in class. <strong>Student incorporates or builds off</strong> of the ideas of others.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Student is <strong>almost always</strong> prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>total - average score</td>
<td><strong>__________</strong></td>
</tr>
</tbody>
</table>

**adapted from:** http://teachers.teach-nology.com/cgi-bin/classpar.cgi and http://www.edci.purdue.edu/vanfossem/604/604partrubric.html

- Dominating class discussions is not beneficial as it inhibits classmates from taking the opportunity to contribute. It also prevents you from listening, and from building effectively on the comments of your peers.
- Avoid speaking directly only to the faculty member since this class is designed to be a dialogue among peers, not a series of individual one-on-one conversations.

**Formula to calculate points earned:** Convert total average score to a percentage. Multiply that percentage by the total possible points this assignment is worth to get the final point value. Example: Total average score of 4 is 100%, so a total average score of 3.5 = 87.5%. If assignment is worth 200 points, then 200 times 0.875 = 175 points earned.

2. **Book Review - Due 3-18-16, by 10:00 p.m.**

Students are to write a 3-4 page paper on the book, *Leaders eat last: Why some teams pull together and other don’t*. Provide a brief summary of the book (one paragraph) and then discuss two or three takeaways from the book that you feel are the most valuable to you. Explain how you can incorporate these ideas into your own leadership style.
Papers will be graded by how well the student has provided an insightful and meaningful discussion of the concepts and principles stressed in the book, and how they can utilize the information gleaned from the book to change, enhance and support their growth as a leader. Professional writing is always a course expectation. Proofread carefully to avoid any grammatical, spelling or punctuation error.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content is relevant, accurate, thorough, and organized effectively. Main points well supported (2 or 3 takeaways reviewed); examples clearly support arguments.</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Writing is professional with no spelling or grammatical errors and has been carefully proofread. Captures and engages reader's interest.</td>
</tr>
<tr>
<td>Clarity and coherence</td>
<td>Writing flows smoothly from one idea to another. Writer has assisted the reader in following the logic of the ideas expressed.</td>
</tr>
<tr>
<td>References</td>
<td>When included, references are in APA format.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Paper is presented professionally, word –processed, double spaced, 12 point font, 1” margins on all sides.</td>
</tr>
</tbody>
</table>

3. **Personal Ethical Leadership Reflection Paper** - Due 3-26-16 by 10 p.m.

Write a 6-9 page (9 pages maximum) paper describing your **definition** of ethical leadership. Please address the following points:

- What is your definition of an ethical leader?
- What are some of the essential activities these leaders engage in?
- What actions can leaders take to integrate ethical conduct into their organizations?
- Ethical challenges arise at all levels of leadership and in all types of organizations; describe an ethical situation or an ethical dilemma that you have been involved in. What was the outcome?
- What constitutes exemplary leadership in organizations?
- What leadership characteristics do you feel you have and what leadership behaviors would you like to learn?
- Read the article, *Discovering Your Authentic Leadership*, and use the concepts discussed in this article in the analysis of your own leadership story.

**This is not a research-based paper on leadership;** you are articulating what you personally believe about your own leadership potential. However, you are to include some information from the course required articles and other sources of your choosing, including the course text. Be sure all sources used are properly cited in APA format in the text of your paper as well as on a Reference page.
**Grading Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Content is clear, thorough, and organized effectively. Main points well supported. Meets all criteria of the written assignment.</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Writing is professional with no spelling or grammatical errors and has been carefully proofread. Captures and maintains reader's interest.</td>
</tr>
<tr>
<td><strong>Clarity and coherence</strong></td>
<td>Writing flows smoothly from one idea to another. Writer has taken pains to assist the reader in following the logic of the ideas expressed.</td>
</tr>
<tr>
<td><strong>References with body of the paper</strong></td>
<td>Scholarly references included are in APA format.</td>
</tr>
<tr>
<td><strong>Cover page &amp; reference page</strong></td>
<td>Cover page and reference page are in APA format.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Paper is presented professionally, word-processed, double spaced, 12 point font, 1&quot; margins on all sides.</td>
</tr>
</tbody>
</table>

4. **Presentation of Text Chapter**

Through the assigned readings for each session, students will have the opportunity to gain an in-depth understanding of important aspects of leadership. The chapter presentation consists of the designated student(s) initiating discussion of a particular reading in one of the assigned textbooks by presenting a **20 minute** summary of the chapter; this must include his/her own thoughts concerning the usefulness and application of the covered material. During the presentation, a class discussion of the material should also be facilitated. The presentation should be well thought-out and carefully prepared.

These presentations must not consist of a reading of major segments of the assigned material; the use of visual aids, such as PowerPoint, is strongly encouraged.

***An outline of the presentation is to be submitted to the instructor at the beginning of the class session that the presentation is scheduled for. Be sure to email the presentation to the professor ahead of time.***

**Note:** A sign-up list will be circulated at our initial seminar session, at which time students will indicate their choice of a chapter to present. It is imperative that all students at least skim in advance all of the chapters in the **Daft** textbook.

**Grading.** Each presentation made on time will earn a grade on the basis of the following criteria: a presentation that shows mastery of the course material, that is well-organized, clear and effectively structured, provides thorough coverage of the chapter, value added from the analyses presented, and conciseness and clarity of expression. Presentations will also be evaluated and graded strictly on quality of content and not on quantity. Time must be used effectively. Creativity should be incorporated into the presentation in order to offer unique insights or perspectives and to maintain interest.

5. **Leading Change - Chapter Assignment**  
   **Due 4-1-16 by 10 p.m.**
Please read Chapter 15 - Leading Change, in the Daft Text.

**Part A:** Take the Leader's Self-Insight 15.1, 15.2 and 15.3.

Write up a **1 1/2 to 2 page** summary of your scores for each of the three assessments, and what you learned about yourself from the results obtained.

- Do you think the scores accurately reflect your personality traits?
- What can you do to improve in those areas that you feel need some development?

**Part B:** Please answer the Discussion Questions 1, 2, and 3 in Chapter 15 on page 484. Be thoughtful in your responses. Each response should be about **1-2 pages in length**.

Please submit the paper with both parts of the assignment in one document, clearly labeled. Be sure to include citations for sources used other than the course text. Grading will be based on the quality and completeness of the content provided, the writing style, including attention to grammar and punctuation, and clarity and coherence of the writing (logical expression of ideas). The paper should be no more than 12 pages in length. A properly formatted cover page and reference page is always required.

6. **Leadership Failure Story**— Due 4-2-16 in class

Each student is to find a story about a leadership failure and be prepared to discuss it in class. Please turn in a brief outline (1-2 pages) of the story at this final class session. Students need to:

- Describe the leader and the situation in which they failed.
- Review the events or circumstances that led up to the failure.
- Discuss the consequences of this failure, both on the individual and on the company or organization that they led?
- Did the leader try to hide the failure or did they deal with it in an open manner?
- What lessons can be learned from this situation?

Welcome to this leadership course. Leadership is an interesting combination of theory and practice; a blend of science and art. It involves people and technology and is practiced by individuals as well as groups. Understanding the principles of leadership will assist individuals to become more proficient in business as well as in personal matters. Being an effective leader will help you bring out the best in yourself as well as in others - everyone can benefit. Leadership is both simple and complex at the same time. The material to be covered in this class is extremely valuable to leaders at all levels, and it is my sincere hope that you will find this class beneficial, rewarding and challenging.

*Strategy without tactics is the slowest route to victory.*
*Tactics without strategy is the noise before defeat.*

~ ~ ~ (Sun Tzu, c. 490 BC, Chinese military strategist)