



Cedar Crest College

Leadership Spring 10

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Office hours Wed 2:00-4:00, on-line and by Appointment

BUA 350-70 Tues Thurs 2:30 pm – 3:45 pm
Cur 354

Required Text: Leadership Challenge 4e

Kouzes Posner

Jossey-Bass

ISBN # 13: 978-0-7879-8491-5

Leadership Challenge Workbook

Required Literature: The Wall Street Journal is required reading. Students will self-subscribe.

www.wsj.com/student

Course Description: A 3-credit interdisciplinary approach to exposing the student to effective leadership, what leaders do, what constituents expect, the leadership process, vision and sharing vision, power and influence, enabling others and encouraging from the heart. An in depth look at ethical leadership and diversity; understand how gender issues have been studied and their findings, and understanding cross-cultural leadership.

Objectives: By the completion of the course, the student should be able to

- Identify and explain effective leadership traits
- Identify the students personal best leadership project to date and where they aspire to be as a leader in the future
- Intuitively understand leadership behavior and its central link to corporate strategy, volunteer projects and life
- Apply concepts, theories, case work and best company practices to understand leadership and influence in our global market today
- Work collaboratively within a group to report current WSJ developments regarding leadership

Methods: Lecture/In- depth discussion of text, case readings/small group assignments and discussions, an individual assignment, and video viewing: CEO Exchange. Students will use the Leadership Challenge Workbook to record and reflect rich insights that come from reflection and analysis in their own career and life's leadership. This workbook includes steps and key criteria to select the semester end presentation "Personal Best Leadership Project". **Students must prepare thoroughly for every class as we will look to include a rich diversity of thought to bear on our assignments.** Using the WSJ and the library as a resource will be necessary to stay abreast of recent developments and add value to your workbook assignment and individual assignment. On-line web site review is required for discussion regarding companies and leadership. We will rely on e-college BUA 350 for doc sharing, grade book, announcements etc. Make sure you are in. and the college IT department (x3348) has your correct e-mail address.

Attendance: Attendance is critical to your success in this course. Students are expected to attend and fully participate in class. In the event that you miss a lecture, it is the student's responsibility to make up work. If an assignment is due the day of the absence, the due date does not change. If you miss more than two classes, you may fail the class. Excused absences are only those that have a submitted doctor's note. Excused absences count as half an absence.

Honor Philosophy

"The Cedar Crest Honor Philosophy states that students uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions and the effect their actions may have on other members of the College Community." (Cedar Crest College Catalog, p 28)

Academic Dishonesty

Whether "deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code." (Cedar Crest College Catalog, p 28) Plagiarism will result in a zero score on any assignment, will be reported to the Business Chair and may lead to an F for the course.

Students with Documented Disabilities

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Late submissions of assignments

Students are expected to submit all assignments on the assigned due date. Students who are absent from class are still responsible for timely submission of assignments. Late submissions will earn half credit if submitted within a week of the assignment, beyond that, assignments earn 0 credit.

Evaluation: Grades will be determined based on the following:

Grade Distribution

Discussion Preparedness/Caliber of Contribution*	20%
Mid Term	15%
Final	15%
Individual Assignment	20%
Your Personal Best Leadership Project	30%

*Details on Discussion Preparedness appear below the Class Schedule

Grade Assignment

93%- 100%+	A
90%-92%	A-
87%- 89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
60%- 66%	D
Below 60%	F

Assignments: Individual assignment is a 1-3 page concise paper on a text chapter topic combined with student experience and research. Research will include at least 2 scholarly and 2 popular sources to dimensionalize your thinking. A "Works Cited" page is required, use APA. The topic of the Individual assignment cannot be the same or similar to the Personal Best Leadership Project described next. The Personal Best Leadership Project is the final assignment to be written and presented at the end of the semester. The structure will follow workbook steps and insights provided in class; at least 2 scholarly and

2 popular sources are required to lend support to the Project. Two exams are scheduled. WSJ reading, in-class case assignments and article presentation is required throughout the semester.

Class Schedule

Date

Jan 19/21

Introductions Course Objectives

Course Assignments and Expectations
Class Participation- Caliber of Comments
Library Resources beyond Google
Leadership Workbook
WSJ video
Lecture Chapter 1: "The Five Practices of Exemplary Leadership"
Assign Chapters to Teams
Personal Best Project Presentation Date
WSJ Team Determination
Biography.com
Case: "The Intolerable Boss"

Assignment/Reading

Chapter 1 and 2
Team WSJ article
Workbook Introduction pages 1-7

Jan26/28

WSJ/ Best Practice; Divide into 5 groups (Group name and focus will be one of the "5 Practices" for a 2 week stint, then the group members will move their focus to the next "Practice")
Chapter 2: "Credibility is the Foundation of Leadership"
Group discussion WSJ
Workbook- Introduction pages 1-7
Rabbit Proof Fence

Assignment/Reading

Chapter 3
Workbook reading 8-15
WSJ article

Feb 2/ 4

Chapter 3: "Find Your Voice"
WSJ Team discussion
Workbook Focus: - Pages 1-15
Case: "Falcon Computers"
Team Break-out; Questions 1, 2, 3
Library Visitation 2/4 Meet at Cressman at 2:30 pm

Assignment/Reading

Chapter 4
Workbook pages 17 -26
WSJ article

Feb 9/ 11

Chapter 4 "Set the Example"
WSJ team discussion
Workbook pages 17-26 Personal Best Project
GE Video/Text page 382

Check point on individual project
French and Raven 6 Kinds of Power

Assignment/Reading

Chapter 5
WSJ article

Feb 16/ 18

Chapter 5 Lecture "Envision the Future"
Exam Expectations
WSJ team discussion
Check point on your Personal Best project
Alpha Girls Daughters of the Revolution, Dan Kindlon

Assignment/Reading

Chapter 7
Study Chapters 1-5, Review workbook notes

Feb 23/25

**Exam 1 Chapters 1-5 Take Home;
Post to Doc Sharing by midnight 3/5**
Chapter 7 Lecture "Search for Opportunities"
Case: "Metro Bank" Team break out Questions 1, 2, 3
Article- Level 5 Leadership, Jim Collins

Assignment/Reading

Ch 8
WSJ article

Mar2/4

Lecture Ch 8 "Experiment and Take Risks"
WSJ Team discussion
Check point on personal best project
"Ways Women Lead" Judy Rosener
Bio.com and Leaders in the popular press

Assignment/Reading

Ch 9
WSJ

Mar 9/11

NO CLASS Spring BREAK

Mar 16/18

Lecture Chapter 9 "Foster Collaboration"
Three Adjectives describing you as a leader
WSJ discussion
Case: National Products Team break out Questions 1, 2, 3

Assignment/Reading

Ch 11
WSJ

Mar 23/ 25

Chapter 11 "Recognize Contributions"
WSJ discussion
Personal Best Project Check Point
"Seven Transformations of Leadership" Davis Rooke and Wm Torbert

Assignment/Reading

Chapter 13
WSJ article

Mar 30/Apr 1 Chapter 13 "Leadership is Everyone's Business"
WSJ Team discussion
Whole Person Leadership (See deck in doc sharing)
Exam Expectations
Case: "Southwest Engineering Services"

Assignments/Readings

WSJ
Finalize Personal Best Project
Study Chapters 7, 8, 9, 11, 13

Apr 6/8 **NO CLASS**
Exam 2 Chapters 7, 8, 9, 11, 13 Take home due in Dropbox midnight 4/12
NO CLASS in order to prepare for individual and Personal best Assignments

Assignment/Readings

Finalize individual assignments

Apr 13/15 Individual Assignment Presentations

Assignments/Readings

Rehearse Personal Best Leadership Project

Apr 20/22 Personal Best Leadership presentations

Assignments/Readings

Finalize/Rehearse Personal Best Project Presentation

Apr 27/29 Personal Best Leadership Presentations

May 4 Personal Best Leadership Presentations

Personal Best Presentation Overview

The Personal Best Leadership Project is the final assignment to be written and presented at the end of the semester. The structure will follow workbook steps and insights provided in class; at least 2 scholarly and 2 popular sources are required to lend support to the Project. Each student will hand in an electronic and hard copy version of your Personal Best Leadership Project. Each student will present their project to the class. Presentations should be 10 minutes in length. The electronic version of the presentation is due to me the day before your presentation. Presentation should cover all 5 Practices described in the workbook and sections of the text and adhere to the 6 criteria outlined in the workbook (pages 17-18). A "Works Cited" section is required. Use APA.

Discussion Preparedness

Grade	Criteria
A	<ul style="list-style-type: none">☑ Demonstrates excellent preparation; shows evidence of having identified, analyzed, and responded to the key issues raised in the readings.☑ Volunteers contributions to discussions which reflect a systematic effort to utilize the ideas, interpretations and information presented in the readings as an opportunity to raise ideas and questions that go beyond those found in the readings.• ☑ Demonstrates an active level of engagement.
B	<ul style="list-style-type: none">☑ Demonstrates good preparation; shows evidence of having identified and analyzed the key issues raised in the readings.☑ Volunteers contributions to discussions which reflect a systematic effort to draw upon and apply the ideas, interpretations, and information presented in the readings.• ☑ Demonstrates a conscientious level of engagement.
C	<ul style="list-style-type: none">☑ Demonstrates adequate preparation; shows familiarity with the key issues raised in the readings.☑ Typically does not volunteer contributions to discussions, but will contribute when called upon; contributions do not consistently draw upon or reference the ideas, interpretations and information presented in the readings.☑ Demonstrates a sporadic level of engagement.
D	<ul style="list-style-type: none">· Demonstrates minimal preparation; shows familiarity with few of the key issues raised in the readings.· Does not volunteer contributions to discussion and has little to say when called on; contributions do not reference the ideas, interpretations or information presented in the readings.· Demonstrates a superficial level of engagement.
F	<ul style="list-style-type: none">· Demonstrates little preparation; shows no evidence of having read the material· Does not volunteer contributions to discussion, does not respond when called on.· Demonstrates virtually no level of engagement, frequently absent from class.

