University of La Verne
Fall Term 2011
BUS 586 CR 2625 LEADERSHIP FOR THE FUTURE

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Office Hours: By appointment

1. TEXTBOOK REQUIRED

2. SOURCES OF OTHER READINGS and REFERENCES. (Journals and Periodicals)

3. COURSE DESCRIPTION
   This course explores the future of leadership, examines the processes of effective leadership and the style of leaders and managers worldwide. The course examines new and unexpected challenges for present and future leaders, explores the basic leadership principles and values, and their application to emerging and unforeseen challenges, opportunities, and trends for leaders. The course will review and explore the key leadership theory, scientific inquiry, personal reflections of leaders, research, and skills that have been proven effective across a range of settings. Particular emphasis is placed on the dynamics among the leader, followers and the situation. This course will present many practical conclusions valuable to current and future leaders.

4. COURSE OBJECTIVES
   The objective of this course is to provide students with a strong conceptual framework for the study, understanding, and application of the leadership processes. The intended end result is for students to emerge with the knowledge and understand leadership within the dynamic framework of followers, situations and leaders. Critically evaluate and assimilate the principles and methodologies of effective leadership and integrate them with other core courses and develop personal views and skills regarding the fundamental requirements to be successful as leaders of the future. In addition, the objective of this course is to provide the student with an understanding of the leadership literature, encourage critical thinking through analysis, and appreciate the dynamics intricacies of the leadership process. The student will be able to synthesize his/her knowledge, and more specifically, at the end of this course the student will be able to:
   - Understand the process of leadership, and the interaction between the leader, the follower, and the situation.
   - Explore the scientific inquiry around the myths and theories of leadership, and how leadership capability is developed through experience and education.
   - Understand the elements of effective leadership including power and influence, values, traits, behavior and skills.
   - Understand the nature and human dynamics of followers including motivation, satisfaction, teams and their leaders, and related leadership skills.
• Explore and analyze and appreciation of the dynamics of the situation as related to leadership style, and behavior, and explore the various leadership models.
• Develop an understanding of roles and skills leadership in transformational and change environments.
• Review the key leadership skills, tools, and methodologies.

5. LEARNING METHODOLOGY
This course is 100% on-line. The learning methodology consisted of a literature review of selected contemporary readings on the topic of strategic leadership. This is a theory and application-based course. The student in this course will be exposed to strategic leadership theories, frameworks, processes and terminology. This course will provide the basis from which the student will apply their knowledge to understand and analyze the dynamics of the strategic leadership process.

6. COURSE EXPECTATIONS
A. Expectations
It is critical to being successful in this course that students thoroughly read the assigned materials and complete all required assignments on time. Course assignments must be submitted on or before stated deadlines and meet the quality standards as outlined in this syllabus. All assignments will reflect formal graduate level academic standards for content, organization and formatting as referenced in the America Psychological Association (APA) writing style guide. See grading rubrics for writing standards in item # of this syllabus.
While on-line courses offer flexibility to one’s schedule, it also required disciplined personal time management to successfully meet assignment deadlines. Plan carefully and leave “safety time” for unexpected “glitches”, especially technical difficulties. There will be no exceptions for missed deadlines. Know the risks of submitting course assignments and assessments the day or evening they are due.

B. On-line etiquette and ground rules
First and foremost our online community must provide a safe and supportive learning environment to all. Normal rules of professional conduct that apply in a business setting apply to our online interaction. Online courses require all of us to be sensitive to not only what we say, but how we say. Remember "tone" is a major part of the message. Since feedback to colleagues is essential part of the course, it is important that we consider using "I" messages versus "you" messages. For example, "I believe, I feel, it's my opinion; I am having difficulty understanding, I think", etc. This way we can respond to the idea and not to the person. These simple rules of professional courtesy can guide us as we proceed on this exciting learning experience. Finally giving honest feedback is a most helpful means to learn. Areas of strength and opportunities to improve should be part of all feedback.

7. COURSE REQUIREMENTS
A. Theory Proficiency Assessments
The foundation theory of the course is based in the reading from the course textbook. The schedule for assignments and assessments are outlined in item #10 in this syllabus. The chapter readings in the Hughes, Ginnett, and Curphy textbook have self-paced assessments you will complete within a given time frame. The assessments are 20 multiple choice questions from the course textbook. All chapter assessments must be completed within the timelines posted in the syllabus. Once an assessment is begun, it must be completed within one (1) hour. You will have one attempt. The two (2) lowest assessment scores will be dropped. The textbook can be used as a reference. Note, however, the time allotted to complete an assessment is based on reading the chapter's material BEFORE taking the assessment. Attempting the assessment before carefully reading the chapter material will be more challenging.
The self-paced assessments are posted on Blackboard in the "Content" area under "Course Assessments". Only the current assessments will be visible in Blackboard. Begin the assessment and when you complete, select "submit."

C. **Individual Application Papers**

There are two (2) papers required for the course. The deadlines for the papers are stated in Item #10 in this syllabus.

**Paper 1.** Select a successful or failed contemporary leader. Use the theories concepts and terms presented in the course readings. Write a 5 page, 1.5 spaced review (not including cover and reference pages) and analysis of this leader, focusing more on the leader than on the followers and situation. For example, you can include in your analysis how your subject developed his/her leadership skills, leadership style, traits use of power, etc. Support your points with examples. You can use any additional sources to research the leader you selected. Correct application of the course theory, terms and frameworks to the leader analysis should be the emphasis. See the APA writing resources in the Information section of our Bb.

**Paper 2.** Select a leader who was confronted with a challenging problem/situation and using the concepts and theories of the course write a 6 page, 1.5 spaced, analysis (not including cover and reference pages) of the interaction among the leader, followers and situation. Focus on the interaction of the three leadership elements. For example, you might discuss the 'fit' of the leader's style with the situation and what he/she did or didn't do to align the followers. Discuss why this leader was effective or ineffective. Again, correctly applying the course theory, frameworks, and terms in critical. You can use outside resources to research your selected case. See the APA writing resources in the Information section of our Bb.

**Important:** Assignment Requirements: All papers must meet the following requirements.

- **Papers must be submitted on time.** The deadline is 11:59 PM (P DST) on the day the assignment is due. **Do not email the instructor your assignments.** Late assignments will be accepted at a 5 point reduction for every day it is late. No exceptions.
- **Meet the American Psychological Association (APA) writing guidelines.** Refer to the "Information" section on Blackboard for a link to an APA writing resource.
- **Title page that includes:** (a) course name and number, (b) "Assignment #", (c) your name, (3) instructor's name, and (d) date. Centered per APA guidelines.
- Arial or New Times Roman font.
- 11 point font at 1.5 line spacing. (Instructor's exception to APA guide)
- 1" margins on sides and top.
- Header with page numbers.
- References correctly formatted for all sources used.
- Correctly formatted citations in the content of the paper for all outside sources used.

**Important:** Assignment Submission Procedures:

- **Save all assignments.**
- Submit all assignments in MS Word.
- Do not include special characters in the title of your saved document like: # @ ( ) & ! -
- Posting your assignments on blackboard:
  1. Go to Blackboard and click on "Content".
  2. Click on "Assignment # 1"
  3. Click on "Create Journal Entry"
  4. On line 1 "Journal Entry Information" enter "assignment 1."
  5. **Scroll down to line 2 "Journal Entry Files" and select "Browse My Computer"**
  6. Find your MS Word assignment and upload it.
  7. Click on "Post Entry" and you are done.
8. ACADEMIC HONESTY

As specified in the University of La Verne CATALOG, "Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:
A. All tests, term papers, oral and written assignments, recitations and all other academic efforts are to be the work of the student presenting the material.
B. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source: use of the exact wording requires a "quotation" format.
C. Deliberately supplying material to student for purposes of plagiarism is also culpable ..."

*When academic honesty is in question, the following may occur:

D. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an "F" on the assignment and/or in the course, and recommending expulsion. If the action includes giving a course grade of "NCR" or "F" and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations).

E. Is a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process and Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

F. Grades of "F" or "NCR" received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an "F" or "NCR" as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.

G. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

Please see the section titled RESPONSIBILITIES in the University of La Verne's 2010-2011 Catalogue.

9. COURSE DELIVERABLES AND WEIGHT AS PERCENT OF FINAL GRADE:

A. Individual Application Papers
   1). First Paper - 35%
   2). Second Paper - 35%

B. Theory Proficiency Assessments - 30%

(A= 94+; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76 and F = below 74)

(Grades are not rounded until the final course grade. Course grades will be rounded as follows: .50 and above will round up while .49 and below will round down. (There will be no exceptions.)
10. COURSE ASSIGNMENT SCHEDULE

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<tr>
<th>Timelines &amp; Due Dates</th>
<th>Assignment Description</th>
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| August 29 – September 12 | *Leadership* textbook readings chapters 1 – 3 completed.  
Theory Proficiency Assessments for chapters 1 – 3 completed. |
| September 13 – September 29 | *Leadership* textbook readings chapters 4 – 7 completed.  
Theory Proficiency Assessments for chapters 4 – 7 completed.  
*Individual Application Paper # 1 posted.* |
| September 30 – October 15 | *Leadership* textbook readings chapters 8 – 11 completed  
Theory Proficiency Assessments for chapters 8 – 11 completed. |
| October 16 – November 6 | *Leadership* textbook readings chapters 12 - 16 completed.  
Theory Proficiency Assessments for chapters 12 - 16 completed.  
*Individual Application Paper # 2 posted.* |

11. WRITING STANDARDS

The standards for in-class writing (projects, group exercises, tests, in-class drafts) will cover the same essentials as the standards for out-of-class writing, but they will be evaluated more leniently, taking into account pressure of time.

Written submissions will be evaluated based on the following criteria and weighted as follows:

A. Content: 50%
   1. Completed all parts of the assignment.
   2. Developed thoughtfully with appropriate support for ideas.
   3. Synthesized/evaluated appropriate materials.
   4. Original/appropriate approach-clear thesis.

B. Organization: 25%
   1. Logical plan.
   2. Appropriate order of ideas.
   3. Appropriate beginning and conclusion.
   4. Appropriate cohesion/progression of ideas/transitions.

C. Form/Mechanics/Surface: 25%
   1. Correct language control.
   2. No grammatical or sentence errors.
   3. No spelling/punctuation/capitalization errors.
   4. Correct idiom/word usage.

For assistance, refer to:

*While this syllabus shall serve as a guide for this course, the instructor reserves the right to make any changes to its contents or to the course requirements as deemed necessary.*