**MBA 665 🞄 Leadership**

*Course Syllabus & Tentative Timeline*

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Office hours: by appointment

**Course Description**

This course is designed to engage students in developing an understanding of leadership theory, strategy, approaches, and considerations. Specific models of leadership will be explored, as well as contemporary issues and considerations including culture, gender, and ethics. Class and activities will provide context in prescribing concepts and theory.

**General Information**

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| --- | --- | --- |
| Number of Units: 5 | | Number of Weeks: 5 |
| Number of Sessions: 10 | | Prerequisites: None |
| Co-requisites: None | | Course Developer: Jeff Bourgeois |
|  | Submitted: | |

**Instructional Methods Used in This Course**

* Reading from required and suggested sources in preparation for lectures and discussion
* Instructor (and guests) lectures, some supported by PowerPoint, videos, handouts, web-based polls, etc.
* Whole class discussion
* Small group discussion
* Student presentations, individually or in groups

**Course Text**

Northouse, P. G. (2015). *Leadership: Theory and practice (7th Ed)*. Sage publications.

*🞻 Other articles and sources required for this course will be posted to Moodle for use as outlined in the course schedule. Reading assignments are due on the class session listed in the course schedule.***Discussion/Forum Activities**

To better accommodate the weekly schedule of this course, students are required to complete discussion/forum activities for each class meeting. Students will be required to engage the discussion/forum activity (video, article, etc.), then post a 1-2 page reflection piece in the course Discussion Board on Moodle. Different than “homework,” students are also required to engage with other class members through posting a reaction and/or response to at least 2 other class members’ reflections. The deadline for each discussion/forum activity and forum responses is 10:00PM on Thursday of the respective week.

**Request for Accommodations**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the Dean of Education, before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

**Tentative Schedule of Course Meetings and Assignments**

***Note***: The following is a tentative schedule for the sessions of this course. The instructor *reserves the right* to alter, delete, or add activities and topics to this schedule without notice according to class needs, resource availability, or other extenuating circumstances.

**Week 1:** *Setting the Stage: An Introduction to the Course, Leadership, and Preparing for What’s Ahead*

**Class 1**

Class introductions

Review Syllabus, Assignments, and Instructor Expectations

Defining Leadership

* Assign groups for Theory Presentations
* Assign Mission Statement Activity & Paper
* Assign Final Paper

**Class 2**

*Reading Assignment:*

Northouse, pages 1-17

Kelley, R. E. (2008). Rethinking followership. *The art of followership: How great followers create great leaders and organizations*, 5-16.

Followership

Purpose and values, Mission Statements

***Week 1 Discussion/Forum:* Living in a VUCA world** [**https://www.youtube.com/watch?v=72AzCY45fKU**](https://www.youtube.com/watch?v=72AzCY45fKU) **and** [**https://www.youtube.com/watch?v=KJqCPFzq6kU**](https://www.youtube.com/watch?v=KJqCPFzq6kU) **…***and complete the reflection/response requirement on Moodle.*

**Week 2**: Leadership Theory as Foundation

**Class 1**

***Mission Statement Activity Due before the beginning of class***

*Reading Assignment:*

Northouse, Chapters 3, 4, 5

Skills-, Trait-, and Behavior-based Approaches

* Assign Cultural Immersion Paper

**Class 2**

Small Group Presentations on Theory

***Week 2 Discussion/Forum****: Rooke, D . and Torbert, W. (2005). Seven transformations of leadership. Harvard Business Review. April, 2005* [*http://aliainstitute.org/wp-content/uploads/2012/12/seven-transformations-of-leadership.pdf*](http://aliainstitute.org/wp-content/uploads/2012/12/seven-transformations-of-leadership.pdf)*... and complete the reflection/response requirement on Moodle.*

Week 3: Culture & Leadership… Context Matters

**Class 1**

*Reading Assignment:*

Northouse, Chapter 16

Defining Culture, and Levels of Culture

* Assign Woman in Leadership Profile Paper and Presentation

**Class 2**

*Reading Assignment:*

Google in China (Hamilton, Knouse, & Hill, 2009)

The GLOBE Study (Javidan, House, & Dorfman, 2004), (Dorfman, Javidan, Hanges, Dastmalchian, & House, 2012)

Cultural Intelligence (Earley & Mosakowski, 2004)

***Week 3 Discussion/Forum:*** Middleton, J. *Cultural intelligence: The competitive edge for leaders* [Video file]. Retrieved from <https://www.youtube.com/watch?v=izeiRjUMau4>... *and complete the reflection/response requirement on Moodle.*

Week 4: Gender & Leadership

**Class 1**

*Reading Assignment:*

Northouse, Chapter 15

**Class 2**

***Woman in Leadership Profile Paper due before the beginning of Class***

*Reading Assignment:*

Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In *The Nature of Leadership,* ed. J. Antonakis, A.T. Cianciolo, and R.J. Sternberg, 279-301. Thousand Oaks, CA: Sage.

<http://www.pewresearch.org/fact-tank/2014/01/08/what-is-appropriate-attire-for-women-in-muslim-countries/>

<https://www.pri.org/stories/2014-01-10/what-should-women-wear-public-depends-how-you-ask>

Woman Leadership Profile Presentations

***Week 4 Discussion/Forum:*** *Woman Rising: The Unseen Barriers (Ibarra, Ely, and Kolb, Harvard Business Review, September 2013), then complete the discussion forum assignment on Moodle.*

Week 5: Ethics & Leadership

**Class 1**

*Reading Assignment:*

Northouse, Chapter 13

Alas, R. (2006). Ethics in countries with different cultural dimensions. *Journal of Business Ethics*, *69*(3), 237-247.

Sanchez-Runde, C. J., Nardon, L., & Steers, R. M. (2013). The cultural roots of ethical conflicts in global business. *Journal of business ethics*, *116*(4), 689-701.

Ethical dilemmas (small group activity)

**Class 2**

*Reading Assignment:*

Northouse, Chapter 16

Course conclusion and evaluations

***Week 5 Discussion/Forum:*** Eisenbeis, S. A., & Brodbeck, F. (2014). Ethical and Unethical leadership: A cross-cultural and cross sectoral analysis. *Journal of Business Ethics, 122 (2),* 343-359… *and complete the reflection/response requirement on Moodle.*

**Brief Description of Assignments and Graded Class Components**

*Mission Statement Activity and Paper* (100 points)

Each student should visit two similar places of business (i.e, Home Depot and Lowe’s, The Kitchen Store and Crate & Barrel, etc.) and investigate how the organizational mission statement is manifested in their place of business. While you may have visited these places several times in the past, this assignment is designed for you to see the business through a new lens. *You are encouraged to visit establishments you’ve never visited*. After your visit, write a **3-5 page paper** describing your findings. Some initial questions you might consider in guiding your experience (but **do not limit your investigation to these questions**):

* What does the environment look like? How are things arranged? Are prices and policies clearly posted?
* What does the business value? How do you know?
* Who works there? How do the people who work there look (demographics, diversity, dress, etc.)? Who are the leaders and how do you know?
* How long does it take before someone who works there approaches you?
* What is the mission statement of the business? Is it posted where you can find it? Do the employees know it?
* Is this a comfortable place for you? Do you feel welcomed? Why or why not?

*Group Presentation on Theory of Leadership* (200 points)

Each small group is responsible for presenting the details and major elements of a particular theory of leadership. The theories are all outlined in the Northouse text, but groups should use (and cite) **at least 4 outside sources** to present a comprehensive understanding of the theory. Compare the theory to other appropriate theories, and include a critique of each. The presentation should *show* as much as it *tells* about the select theory. Each group should present for a minimum of **20 minutes**, use appropriate visual aids (PPTs, or otherwise to be uploaded to Moodle), create a handout/review sheet for the rest of the class, and facilitate an activity to engage the class in learning the theory.

Great Man Theory

Leader – Member Exchange Theory

Situational Leadership

Transformational Leadership

Servant Leadership

Authentic Leadership

Adaptive Leadership

*Woman in Leadership Profile Paper* (100 points)

Identify a prominent or local woman leader. Write a 2-4 page paper describing her leadership journey. Include details of her leadership development (if available), challenges and obstacles in her leadership, etc. Be sure to include information as to why you chose the leader, and what leadership lessons you have gained through your examination.

*Woman in Leadership Profile Presentation* (100 points)

Develop and deliver a 5 minute presentation about the woman featured in your Profile paper. Use visual aids and anecdotal examples to strengthen your presentation. Students will be evaluated on their understanding of the gender implications of leadership, quality of content, oral communication, use of visual aids and learning technologies.

*Cultural Immersion Paper* (100 points)

This paper is based on an intercultural experience and reflection. San Diego is a diverse community and this assignment charges you with taking advantage of that diversity to enhance your leadership development. In addition to the theoretical and applied knowledge that you can gain in this course, you are asked to explore an intercultural experience. Write a 5 page (maximum) paper reflecting on your experience. Seek out a culture different from your own, select ways to interact with members of that culture to explore cultural values, differences, and similarities.

*Final Paper (250 points)*

Consider a current leadership challenge in an organization of which you are a part. Analyze the issue in considering the leadership implications covered in this course—culture, gender, ethics. Present a brief history of the issues, and present alternatives for resolution using appropriate theoretical approaches and rationale. Include outside sources as appropriate and include proper APA formatting and citations.

*Current Event in Leadership* (50 points)

Over the course of this class, each student is required to select an article (mainstream or otherwise, print or video) relative to a current, on-going leadership issue. The issue may be field-specific, or it might be a more general, social challenge to leadership. The student should provide copies (electronic copies will suffice) to the class *at least 24 hours prior to the class at which they will present.* The student will provide a concise summary and facilitate class discussion about the article and issue.

*Class Participation (100 points)*

This class is based on readings as well as class discussions and activities. You will learn as much from the readings as you will from the in-class experience. It therefore essential that you are fully present, and participate actively and constructively in all discussions, exercises, and activities. Your participation includes but is not limited to attendance. You are expected to be fully engaged, make extensive and positive contributions to your learning and that of others, and to be supportive of the work of other students.