PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

BARBARA LINCOLN

BSM 484.35

CONTEMPORARY BUSINESS ISSUES:
LEADERSHIP

SUMMER 2004

SATURDAYS

May 22, 2004, June 5, 2005 and June 26, 2004

8:00 a.m. to 5:00 p.m.

SAN FERNANDO VALLEY CAMPUS

SYLLABUS
LEADERSHIP
BSM 484
Summer, 2004

Day/Class time: Saturdays, May 22, June 5 & June 26, 2004, 8:00 a.m. to 5 p.m.

Location: San Fernando Valley Campus

Professor’s Name: Barbara Lincoln, MN, MPH, MBA
E-mail address: Bobbi@ix.netcom.com
Additional contact information will be provided at the first class session.

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). 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. The emphasis of the course will be on developing a greater understanding of the 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.

*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.

The 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.

Methodology

Class meetings will be interactive and consist of lectures, case analyses, discussions, experiential exercises, and individual presentations. The use of films to illustrate leadership concepts and behaviors will also be utilized.

Texts and Course Materials


3. Please download the following from Pepperdine University’s Library Web site:

   From the "Choose a Catalogue or Data Base" pull down menu, select **Business Source Premier**, and enter the author’s name and title of the article in quotation marks to locate these Harvard Business Review articles.

   - Zaleznik, Abraham. Managers and Leaders: Are they different? Reprint 92211
   - Mintzberg, Henry. The Manager’s Job: Folklore and fact. Reprint 90210
   - Kotter, John P. What Leaders Really Do. Reprint 90309
   - Farkas, Charles M. & Wetlaufer, S. The Ways CEO’s Lead. Reprint 96303
   - Nohria, Nitin & Berkley, J.D. The Human Side of Management. Reprint 96610
   - Badaracco, Joseph L. The Discipline of Building Character. Reprint 98201

** Please check with the librarian if you have any problems accessing these resources.
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 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.

University Conduct / Policy on Disabilities

GSBM students are expected to respect personal honor and the rights and property of others at all times. The University rules on conduct can be found in the GSBM Catalog. Please check the catalogue index under “Conduct” for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University’s Policies in the GSBM Catalogue (under “Disabled Student Assistance”) or contact the University’s equal opportunity officer, at (310) 456-4208.

Additional Guidelines – Please read this carefully

- Keep a copy of everything you submit.
- A front cover page must be attached to all work handed 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.
- All submitted work must be stapled in the left upper corner; no binders, paper clips or folders should be turned in.
- All papers are to follow APA format; they must be word processed – double-spaced, with 1” margins on all sides.
  - If you are unfamiliar with APA format, please review the Publication Manual of the American Psychological Association; a copy is in the library. Additionally, handouts will be provided illustrating the proper format.
- 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.
- Assignments must be turned in when due. Late work cannot be accepted unless prior arrangements have been made with the professor.
  - Assignments turned in up to one week late will be penalized 25%; if more than 7 days late, then 50% will be deducted. If more than 12 days late, no points will be given.
- Regarding beepers and phones, no paging or cell phone use during class. This is very disruptive. If you require an exception, discuss this with the professor.

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 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 a very important part of this course.* 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 they increase understanding. 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.

Each student is expected to take responsibility to prepare in advance for each class session by doing all of the reading ahead of time. This is necessary in order to be involved in an active and informed dialogue about the reading content. This preparation is crucial and will be reflected in the participation grade earned.

The student's final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Individual Presentation of Text Chapter</td>
</tr>
<tr>
<td>Leadership Paper</td>
</tr>
<tr>
<td>Class Participation and Discussion</td>
</tr>
<tr>
<td>Leader Interview</td>
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<tr>
<td>Twelve O’clock High Analysis</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>93 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
<td>82-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>80-81</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>72-76</td>
<td>72-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
<td>70-71</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
<td>67-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 67</td>
<td>&lt;67</td>
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</tbody>
</table>

(exceptional quality work)  
(professional quality work)  
(marginal work)  
(unacceptable work)
Schedule of Classes

*Note regarding Video: 12 O’clock High – Please check out this video (starring Gregory Peck), by 20th Century Fox, and view it prior to the June 5th class session. An analysis of transformational leadership concerning this story is due on June 5th.

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date 2004</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sat. June 26</td>
<td>Leadership Ethics Video: Martin Luther King Discuss Leadership papers Discuss Leader Interviews Course wrap-up</td>
<td>Northouse, chap. 13 HBR: The Discipline of Building Character</td>
<td>Student Presentations Leadership papers due Leader Interviews due</td>
</tr>
</tbody>
</table>

*HBR = Harvard Business Review
COURSE REQUIREMENTS

Class Participation

Expectations. Each student is expected to effectively participate in, and make
meaningful contributions to, class discussions. 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. While
relevant real-world experiences can be, and often are, of great value in illuminating
issues, comments of limited merit are rarely redeemed via their punctuation with
anecdotes, fables, rules-of-thumb, or theories-in-use drawn from one's work experiences.

Presentation of Text Chapter

Objective. Through the assigned readings for each session, students will have the
opportunity to gain an in-depth understanding of important aspects of leadership.

Description. The chapter presentation consists of the designated student(s) initiating
discussion of a particular reading in the assigned textbook by presenting a 25-30 minute
summary of the chapter -- including his/her own thoughts concerning the usefulness and
application of the covered material. This 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, e.g., PowerPoint, overheads, is strongly encouraged.

**An outline of the presentation is to be submitted to the instructor and the other students
at the beginning of the class session the presentation is scheduled.

Note: A sign-up list will be circulated at our initial seminar session, at which time
participants will indicate their choices of chapters to present. It is imperative that
all participants at least skim in advance all chapters in the textbooks.

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, 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.

Leadership Paper

Leadership is people dealing with people, working toward goals, and consistently
attempting to achieve success. The art of leading is the art of being human. Leadership
has been defined in numerous ways; it is a complex phenomenon that deals with
influence, change and motivating others. It is a job that is infinite, since leaders are
ultimately responsible for the decisions and actions of everyone in their enterprise. What
is it that leaders really do? What are their functions? What are the consequences of
improper or inadequate leadership? Why is emotional intelligence considered to be an essential quality of leadership?

This assignment is to be an insightful analysis of your leadership philosophy and beliefs. Using the required course book *Primal Leadership* as your guide, please write a 12-15 page paper that addresses the ideas presented in this book relating how they apply to you.

1. Do you agree or disagree with the information in each chapter?
2. What one or two ideas in each chapter do you feel are particularly valuable to you as a leader or to your leadership development?
3. How do you feel you rate on each of the emotional competencies described on page 39?
4. Which leadership style(s) most describes you?
   a. Which one(s) would you like to learn?
   b. How do you think you can acquire the skills to effectively use this style?
5. Discuss the five discoveries of self-directed learning as they relate to your self-assessment.
6. How can you build an emotionally intelligent organization?

Further details outlining the specifics of this paper will be handed out during the first class session.

**Leader Interview and Twelve O’Clock High Analysis**

Further details outlining the specific of these assignments will be handed out during the first class session.

Welcome to this leadership course. The material to be covered in this class is extremely valuable to managers and leaders at all levels, and it is my sincere hope that you will find this class beneficial, rewarding and challenging.