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

MEMORANDUM

To: Students in BSM 484.45, Orange County Center, Fall 2003
From: Professor B. Lincoln
Date: September 22, 2003
Subject: Welcome

Welcome to the Contemporary Business Issues: Leadership course. I look forward to meeting each of you at our first class session on Friday, October 3, 2003. Please note the following in preparation for our first meeting,

1. read (at least skim them carefully) chapters 1 through 10 inclusive in:
   

2. read pages 1-88, 115-146, and 171-197 inclusive in:
   

3. **Individual Presentation of Text Chapter (IPTC).** Through the assigned readings for each session, you will have the opportunity to gain an in-depth understanding of important aspects of leadership, and examine some common concerns and issues drawn from research.

   A designated student will initiate discussion of a particular reading in one of the textbooks by presenting a **25-30 minute summary** of the chapter -- including his/her own thoughts concerning the usefulness and application of the covered material.

   **NOTE:** These presentations warrant due preparatory attention and must NOT consist of a reading of major segments of the assigned material. Visual aids, e.g., PowerPoint, overheads, are encouraged.

   The following is the **tentative** student presentation schedule for our first weekend meeting:

   **CLASS SESSION 2:** Saturday Morning, October 4, 2003

   Northouse: Chapters 3, 4, 5 and 6.
CLASS SESSION 3: Saturday Afternoon, October 4, 2003

Northhouse: Chapters 7, 8, 9 and 10

Presentations of the rest of the chapters in the books will be held during our second weekend sessions (November 7-8, 2003).

A sign-up list will be circulated at our initial (i.e., Friday evening, October 3rd) seminar session, at which time participants will indicate their choices of chapters to present. In this connection, it is imperative that all participants at least skim in advance all chapters in the textbooks.

PLEASE CHOOSE ONE CHAPTER FROM ONE OF THE TEXTS AS OUTLINED ABOVE.

*If a student wishes to prepare in advance to present a chapter on Saturday, October 4th, 2003, please e-mail me (Bobbi@ix.netcom.com) as soon as possible with your preference, first and second choices. This is highly recommended. Otherwise, the student will be subject to the sign-up list noted above.

4. Please watch the video Twelve O’Clock High (starring Gregory Peck, 20th Century Fox) prior to our first class weekend sessions as we will be discussing transformational leadership and the lessons learned from this film.

5. Further details of the course and the syllabus will be provided during our first class meeting.

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

BARBARA LINCOLN

BSM 484.45

CONTEMPORARY BUSINESS ISSUES:
LEADERSHIP

FALL 2003

Weekends

October 3-4, 2003 and November 7-8, 2003

Fridays 6 p.m. to 10 p.m. Saturdays 8:00 a.m. to 5:00 p.m.

ORANGE COUNTRY CENTER

SYLLABUS
LEADERSHIP  
BSM 484.45  
Fall, 2003

Day/Class time:  Friday October 3, 2003, 6 p.m. to 10 p.m. and Saturday, October 4, 2003, 8:00 a.m. to 5:00 p.m.  
Friday November 7, 2003, 6 p.m. to 10 p.m. and Saturday, November 8, 2003, 8:00 a.m. to 5 p.m.

Location: Orange Country Center

Professor’s Name: Barbara Lincoln, MN, MPH, MBA  
E-mail address: Bobbi@ix.netcom.com  
Fax: (818) 340-9731  
Home Phone: (818) 340-9730 (urgent calls only, please)

Course Description

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.

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**


**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) 506-4208.

**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.
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 2 weeks 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.

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Presentation of Text Chapter</td>
<td>20</td>
</tr>
<tr>
<td>Leadership Paper</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation and Discussion</td>
<td>18</td>
</tr>
<tr>
<td>Midterm Exam (2nd weekend)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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Grading Scale: Grade Points Percent

<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 (exceptional quality work)</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 (professional quality work)</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 (marginal work)</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 (unacceptable work)</td>
</tr>
<tr>
<td>F</td>
<td>&lt;67</td>
<td>&lt;67</td>
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</tbody>
</table>

Schedule of Classes: See Next Page
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date 2003</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday p.m. October 3</td>
<td>Introduction: Course contents, schedule, policies and assignments. Review historical development of leadership. Differences between leadership and management; Trait Approach Video: Lessons in Leadership</td>
<td>Northouse, chap. 1, 2 *HBROL: Managers and Leaders: Are they different?</td>
<td>Be sure to have viewed the video, Twelve O’clock High.</td>
</tr>
<tr>
<td>2</td>
<td>Saturday a.m. October 4</td>
<td>Style Approach; Situational Approach; Contingency Theory of Leadership Leaders and managers Path-Goal Theory</td>
<td>Northouse, chap. 3, 4, 5, 6 *HBROL: The Manager’s Job; What Leaders Really Do</td>
<td>Student Presentations (6)</td>
</tr>
<tr>
<td>3</td>
<td>Saturday p.m. October 4</td>
<td>Leader-Member Exchange Theory, Transformational Leadership. *Video: 12 O’clock High discussion. Team Leadership, Psychodynamic Approach</td>
<td>Northouse, chap 7, 8, 9, 10 HBROL: The Ways CEO’s Lead; The Work of Leadership</td>
<td>Student Presentations (6)</td>
</tr>
<tr>
<td>4</td>
<td>Friday p.m. November 7</td>
<td>Video: Cleopatra Women and Leadership</td>
<td>Northouse, chap 11</td>
<td>Midterm Exam Student Presentations (1)</td>
</tr>
<tr>
<td>5</td>
<td>Saturday a.m. November 8</td>
<td>Leadership Ethics Building Character The Human Side of Management The Take Charge Manager</td>
<td>Northouse, chap 12 HBROL: The Discipline of Building Character; The Human Side of Management; Whatever Happened to the Take-Charge Manager?</td>
<td>Turn in Leadership Paper Student Presentations (4)</td>
</tr>
<tr>
<td>6</td>
<td>Saturday p.m. November 8</td>
<td>Encouraging the Heart Discuss Leadership papers Course wrap-up</td>
<td>Encouraging the Heart, entire book</td>
<td></td>
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</tbody>
</table>

*HBROL – Harvard Business Review on Leadership
*Video: 12 O’clock High – to be viewed prior to the October 3-4 class session.
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.

Individual 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. An Individual Presentation of Text Chapter (IPTC) consists of the designated student 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 presentation is an individual, not a group presentation, and 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 individual 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.

Midterm Exam

A 32 question multiple choice, short answer essay, True/False exam will be given at the beginning of the second weekend session, Friday evening. It will cover the chapter readings from the Northouse text, chapters 1-10.

Note: There will be no make-up examination offered. If a student cannot be in class for this examination, then they should not enroll in this course at this time.
Leadership Paper

Leadership is people dealing with people, working toward goals, 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?

This assignment is an individual task that is to be a comprehensive analysis of a famous leader, either a historical figure (such as King David) or a recognized leader of contemporary times, such as a President of the United State, the head of a foreign country, or a famous business leader (such as Jack Welch or Bill Gates).

Further details outlining the specifics of this paper 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.