BERNICE M. LEDBETTER

BSM 484.25

Contemporary Business Issues:
Leadership

Summer 2004

May 8, June 26, July 17, 2004
SATURDAYS 8:00 A.M. – 5:00 P.M.

ORANGE COUNTY CAMPUS
Introduction

Leadership is one of the most studied and least understood human behaviors. Yet, leadership is critical for organizational success - especially in the hyper competitive, global world of the 21st Century. The topic of leadership raises several important questions for consideration - What is leadership? Who has it? Where does leadership come from? What are the theories of leadership? Do leaders differ from managers? How can you become a more effective leader?

This course explores the major theories and approaches of leadership to prepare individuals to understand, develop, and accept complex leadership roles. This course seeks to bridge leadership concepts to leadership actions by applying leadership theory to case situations. The overall course objective is to enhance the participants’ unique leadership abilities.

Course Objectives

To understand the significant theories, models, and concepts of leadership.
To analyze and understand your unique leadership style.
To develop and articulate your individual philosophy of leadership.
To consider the values and ethical issues associated with leadership.
To strengthen your personal integrity.
To rededicate your commitment to high standards of leadership.

INSTRUCTIONAL PHILOSOPHY & LEARNING PROCESSES:

To achieve the course objectives, we will employ a number of learning processes, including: assigned readings, lecture/discussions, film and projects. Emphasis is placed on application of conceptual knowledge to "real world” organizational situations as portrayed in the assigned reading and in participants’ own life and organizations.
Please come to class prepared and make every effort to arrive at class on time – we have a
great deal of content to cover in each class session and your presence is important for our
combined learning as a community. This course is geared toward creating a dynamic, interactive
learning process in which we all seek to mutually contribute to our shared learning and increased
knowledge about management in organizations. In this way we each take responsibility for our
own individual learning AND the learning of the group. All members of the class take
responsibility to prepare in advance for each class session by reading each of the assigned
readings with the intent of being able to sustain an active, engaged and informed conversation
about the reading. Your individual preparation and contribution is essential to your success and
the success of your classmates.

PLEASE TURN OFF YOUR CELL PHONE DURING CLASS

COURSE ASSIGNMENTS

Leadership Paper
Due May 8th, first session.

Write a 2 to 3-page paper describing your definition of leadership. How do you think leadership
works? What are some of the activities a leader performs? What constitutes good leadership?
describe what the concept of leadership means to you. This is not a research paper, simply record
what you think about leadership. Please write in full sentences – do not create a series of lists to
fulfill this assignment.

Basic Goal: Tell me what you think about leadership.

Interview
Due June 26th, second session.

Select a leader, someone whom you respect, someone you might seek for advice on leadership.
Interview that person to learn how they achieved their level of leadership ability. You might ask
them what values guided them, what obstacles did they encounter, how did they overcome those
obstacles, what has been their greatest leadership challenge and how did they manage that
challenge?

Write a 4 to 6 page paper reporting on this interview including what was most valuable to you
from the conversation. Please conclude the paper by answering the question, “What I learned
about leadership?”

Record the substantive content of the interview – either in narrative format or question answer
format. Offer a complete report with an introduction – and conclusion – be sure to include the
final question for reflection as stated above.

Basic Goal: Learn about leadership from someone who is a successful leader.
Integration/ Reflection Paper  
Paper due June 26th, second session

Individuals learn most when they reflect on past and present leadership experiences, apply new ideas to real-life situations, practice new behaviors, and integrate new insights with previous concepts. Writing a brief reflective paper catalyzes and integrates learning.

Please write a 3 to 5-page integration/reflection papers from the following six possibilities. Please indicate which question you are reflecting on in your paper.

Basic Goal: Can you demonstrate your ability to reflect on what you are reading and discussing? Can you demonstrate the ability to make integrative connections between what you are learning and what you are doing as a leader/manager?

1. Please write a paper describing a historical incident in which you were the leader? What traits made you the leader? From whom and how did you learn leadership?

2. Please write a paper describing a charismatic leader. What makes the leader charismatic for you? How does the charisma “work” on you?

3. Please write a paper describing a situation in which you should have assumed leadership. What situational factors influenced your decision not to assume leadership? Would you do anything differently now with the perspective of hindsight?

4. Please write a paper describing the behaviors of a leader who motivated you to achieve more than you thought possible. How did that leader affect you? Which of your leadership behaviors is most motivational to others? Least motivational to others?

5. Please write a paper discussing the relationship between beliefs about followers and leadership? What are your beliefs about followers? How do your beliefs about followers influence your leadership?

6. Please write a paper on the role of spirituality in leadership – can these two ideas be integrated effectively in today’s organizations – or is it better to keep them separate? What does it mean to lead from a spiritual perspective?

Leadership Philosophy  
Due July 17th, third session.  
(7 to 10 pages total for all three parts)

Organizations are facing massive pressures -- external and internal -- for change and reform. New forms of organizing and managing are emerging to match these changing conditions. But what paradigm of leadership is most appropriate for organizations experiencing these rapid changes? In this paper, you have the opportunity to articulate your personal philosophy of leadership, and how it applies in an organizational context.
This paper should draw from existing leadership theories and "models". Connections should be made to all of the readings in this course as well as others you have taken in this program (follow APA format).

**Part 1 - Philosophy (6-8 pages: 75%)**:

*At a minimum your paper should address:*

- Your definition of leadership
- The major theory(s) or model(s) that have most influenced your thinking on leadership and leaders from the course content material.
- Differences between leadership and management; between leaders and managers.
- Qualities and characteristics that make for an effective leader.
- Qualities and characteristics that make for an effective follower.
- The values that guide your leadership.
- Your personal "style" of leadership.
- A "model" or diagram that articulates or describes your philosophy.

**Part 2 - Reflective Analysis on this Course (1-2 pages: 20%)**

What are the key leadership lessons you have learned during this trimester? What has influenced you the most (i.e., been of the most value to you)? Describe one action you intend to take as you leave this course.

**Part 3 - Professionalism (5%)**

This paper should follow a professional style/format, using multiple sources as references. Use APA style to cite references and present citations in a reference list.

Please be prepared to present your Philosophy of Leadership in a small group setting during the final class session on July 17.

**Course Grading**

Grades will be assigned on the following basis:

Leadership Paper 5%
Individual Chapter(s) Sharing 5%
Integration/Reflection Paper 20%
Interview Paper 15%
Personal Philosophy of Leadership Paper 25%
Class participation 30%

All assignments must be successfully completed to pass the class.

“Learn your language and use it with respect. This seems to me to be a characteristic of the best leaders. Does ignorance of one’s language make a leader a poor one?
Or does being a poor leader result in a lack of respect for speaking and writing well?”
Max De Pree Leadership Jazz

Evaluation of All Papers will include:
Use 12 point font Times or Times New Roman

Presentation 20%
Clear easy to follow writing style - include an introduction and a conclusion.

Is the paper well organized (beginning, middle and end), clearly written (logical flow of ideas), and does it address the assignment?

Does the paper show an understanding and integration of relevant and theoretical ideas?

Technical 15%
Grammar, Spelling, APA Format, 5th Edition guidelines; headings for each section, paginate.

All papers must be “spell and Grammatik checked.” Style counts. Follow APA guidelines for formatting references and citing sources.

The title page does not count as page one.

Papers with multiple errors will receive a grade penalty.

Content 65%
Demonstrate insight into the topic and integration of course content; demonstrate depth of analysis and substantive knowledge.

Does the paper satisfy the requirements of the assignment?

Late Paper Policy - Papers are due on the dates listed in the syllabus. Late papers will receive a grade penalty.

Papers with multiple errors will receive a grade penalty.
Please Keep in Mind…

- To earn an “A” you must participate in class discussion. If you do “A” work on all assignments, and if you do not participate actively in class, you will receive a course grade of “B.”

- Participate in class = participating in the discussion, adding your comments, engaging in the conversation, sharing what you think with the group.

- All assignments must be turned in to receive a passing grade.

Grading Scale: 

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points Definition</th>
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<tbody>
<tr>
<td>A 94-100</td>
<td>Exceptional work</td>
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<tr>
<td>A- 90-93</td>
<td></td>
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<tr>
<td>B+ 87-89</td>
<td></td>
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<tr>
<td>B 82-86</td>
<td>Above average work</td>
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<tr>
<td>B- 80-81</td>
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<tr>
<td>C+ 77-79</td>
<td>Average/Meets Standards</td>
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<td>C 72-76</td>
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<tr>
<td>C- 70-71</td>
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<td>D 67-69</td>
<td>Does not meet standards</td>
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<td>F &lt;67</td>
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Attendance Policy

Attendance at and active participation in all classes is expected. Please contact the professor if you must be absent from class.

Please come to class prepared and make every effort to arrive at class on time – we have a great deal of content to cover in each class session and your presence is important for our combined learning as a community. This course is geared toward creating a dynamic, interactive learning process in which we all seek to mutually contribute to our shared learning and increased knowledge about leadership. In this way we each take responsibility for our own individual learning AND the learning of the group. All members of the class takes responsibility to prepare in advance for each class session by reading each of the assigned readings with the intent of being able to sustain an active, engaged and informed conversation about the reading. Your individual preparation and contribution is essential.

Conduct

“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable. The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out
in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:
- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.” GSBM Catalog.

**Policy on Disabilities**

Assistance for Students with Disabilities

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer at (310) 506-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSBM Catalog.
Required Textbooks:


Required Articles:
Harvard Business Review Articles – please download the following from the Pepperdine University Library web site – there is no charge for these articles.

Go to the Choose a Catalogue or Data Base pull down menu and select Business Source Premier; enter the author’s name and title of the article in quotation marks to locate these articles. Consult with the librarian if you have difficulty accessing these resources.


Highly Recommended Leadership “Classics” For Your Leadership Library But Not Required:


**References Used During the Course**


**Poetry**


Schedule – Summer 2004

“Becoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also that difficult. So let’s get started”

Warren Bennis

“The first responsibility of the leader is to define reality. The last is to say thank you. In between the two the leader must be a servant and a debtor.”

Max De Pree

Class Session #1
Due: Leadership Paper

Theme: What is Leadership?

Assignments:

**Topic: Leadership and Management**
1. Wren Text Chapter 22 John P. Kotter - What Leaders Really Do

**Topic: Leadership Theories**
5. Wren Text Chapter 23 Ralph M. Stogdill – Personal Factors Associated with Leadership

Class Session #2
Due: Integration/Reflection Paper; Interview Paper

June 26, 2004
Theme: How is Leadership Practiced?

**Topic: Leadership and Values**
Assignments:
1. Wren Text Chapter 57 Max De Pree – Leadership Jazz.

Film: Max De Pree - Leadership Initiatives for a New Context (30 minutes)

**Topic: Beliefs About Followers**
Assignments:
Wren Text Chapter 39 John W. Gardner – Leaders and Followers.
5. Spears text Chapter 8 Peter Block – From Leadership to Citizenship.

**Topic: Charismatic and Transformational Theories of Leadership**
Assignments:
7. Wren Text Chapter 21 David Nadler and Michael Tushman - Beyond the Charismatic Leaders: Leadership and Organizational Change.

**Topic: Leadership and Diversity**
Assignments:
9. Wren Chapter 34 Jean B. Miller – Domination/Subordination

**Topic: Leadership and Chaos Theory**
Film: Leadership and the New Science

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**Class Session #3**

**Due: Personal Philosophy of Leadership Paper**

**July 17, 2004**

**Theme: Vision and Leadership**
Assignments:
1. Wren Text Chapter 52 Marshal Saskin – Visionary Leadership

**Philosophy of Leadership Presentations**

This syllabus may be revised as the course progresses.
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