

MGMT 298: The Leadership Seminar I & II

Syllabus – Fall 2015 & Spring 2016

Dr. Santo D. Marabella

The following sub-sections are contained in this syllabus: Course Background, which includes description, instructor, theoretical framework, pedagogy, student profile, learning objectives, expected outcomes; Course Expectations, Accommodations, Required Materials, Course Outline, Research Guidelines, Grading Policies, and Assignments Overview.

Course Background

Description

The Leadership Seminar (MGMT 298-299) is a new, two-semester course in leadership for students in the Economics & Business Department. Part I (Fall 2015) will feature an overview of leadership theory, cases and experiential learning; and, students will be placed in leadership placements on campus or community not-for-profit boards and committees in Part II (Spring 2016). The leadership placements will be defined as a member of an established board, committee or project team; or, a leader of a project the student creates.

The course is designed for junior and senior students, and will be limited to a 12-student cohort. Taking both Part I and Part II is recommended but not required. However, a student must have taken Part I to enroll in Part II.

Instructor

Dr. Santo D. Marabella

Dr. Marabella has extensive experience teaching, writing, consulting and serving in the area of leadership. He was the founding executive director of Leadership Berks, a community leadership program for 12 years; consulted for more than 75 for-profit and not-for-profit companies and organizations; served as president or chair of more than five boards of directors; and, his most recent article on leadership, "Serving Our Employees and Volunteers" was published in the national journal, *Leader to Leader*, in September 2014.

I believe our conceptualization of leadership needs to evolve. Gone are (or should be) the days of the iconic or trait leader, or the leader who had to be born as such. The potential to develop and become an effective leader is in all of us, if we choose to develop it and know that we have it. This is why I believe this course is so important to teach and why I feel confident that I can offer students a meaningful learning experience.

Theoretical Framework

Part I

Essentially, the first part of the course is a survey course in leadership theory and practices. This "theory" will provide the foundation for the work in Part II.

Part II

In Part II, the students are essentially, clients. Not that the course will "therapize" them, but in the sense that it will help them be deliberate and purposeful in their thoughts and actions, and the way they bring themselves to behave in their leadership placement. There are two powerful influencers that inform my role as instructor in Part II.

- *The Penn Approach - Functional Social Work Enhanced.* Virtually all contemporary social work practice texts promote practice approaches that include such functional principles and values as the client's right to self-

determination, the understanding of individual difference, starting where the client is in the growth process, the evolving nature of client assessment, the importance of relationship in helping, and a recognition that the use of time is an important component of the intervention process.

- *Work of Edgar Schein.* Another influencing force that informs me as the instructor is the work of Edgar Schein, whose model of consultation is built on the premise of a “helping relationship.” From Schein’s perspective there is a partnership between client and consultant; the client owns the problem and determines the solution, with the consultant’s (instructor’s) support and guidance; there is an increased capacity to learn, not just answers provided; the process consultant (instructor) tailors the “tools” of helping to the needs of the client and their organization (student and leadership placement).

Course Pedagogy

The pedagogy will be a blend of traditional (well, traditional for me) classroom learning – readings, presentations, discussion, experiential exercises and lecture (Parts I & II) – along with a social work model of self-reflection and journaling (mostly in Part II). This course will allow me to more fully integrate both my business and social work backgrounds and education.

Student Profile

The desired profile ideally is students in the junior class across all academic disciplines who want to learn about and develop their ability to facilitate change and make a difference in business, not-for-profit organizations and the community. The rationale for this profile is two-fold. First, it is important for junior students to have more opportunities for specialized learning; and, second, it would be great to have the students who have completed the course (now seniors) serve as mentors to juniors enrolled in the course.

However, as you will notice, the student profile for the course this year is mostly seniors. This is not surprising when introducing a course. It will likely add to the richness of the course, as students play an important role in shaping new courses.

Learning Objectives

The learning objectives are:

Part I

1. Introduce classic, contemporary and emerging leadership theories and approaches to students.
2. Help students identify their own approach to leading.
3. Give students opportunities to experience and practice a variety of leadership approaches.
4. Facilitate the process of securing a desired leadership placement.

Part II

1. Introduce the concepts of the functional approach (see below under Theoretical Frame)
2. Define roles as facilitator/mentor and experiential learner/protégé
3. Integrate learning from Part I, with particular focus on transformational/servant leadership with students’ practice experience (leadership placements)
4. Process (de-brief) practice experience to create opportunities for professional and personal development.

Expected Outcomes

1. Knowledge of the most important and relevant terms, concepts, processes and competencies necessary to effectively understand leadership theory, styles, practices, trends and development in a variety of contexts and organization types.
2. Exploration and assessment of one's own personal leadership competency and style.
3. Enhanced ability to think critically and creatively, conduct research, develop and give presentations, and work in peer groups.

Course Expectations

1. PREPARATION:
 - a. Read all assigned readings.
 - b. Identify a relevant, current business news story, along with its source, for class discussion
2. CLASS SESSIONS:
 - a. Be on time, and stay for the entire class.
 - b. Proactively participate in all classes (be emotionally, psychologically and socially present).
 - c. All electronic communication, entertainment and information devices such as cell phones, tablets, iPods, laptops and pagers must be turned off or silenced during class (unless there is a family member health issue); refrain from sending/receiving/reading text messages and emails during class sessions
 - d. You have a right to use a laptop/tablet to take notes during class. With that right, comes the responsibility to use it appropriately. Students who surf the Internet, IM or engage in activities other than note-taking will lose their right to take notes electronically
3. ATTENDANCE POLICIES:
 - a. Attend all classes (be physically present).
 - b. Each student has one Free Pass (one permissible absence) to use at their discretion; notify the professor by email before using a Free Pass; Free Passes may not be used during any scheduled exams or final presentations, or when you have an individual presentation or assignment due.
 - c. Excused absences are at the discretion of the professor and are typically granted for serious illness, a medical or family emergency; a scheduled athletic game/match/artistic performance, a professional obligation; notify the professor by email beforehand; or, in the case of emergency, an email or phone call as soon as possible is acceptable.
 - d. **IMPORTANT:** *if you need to take an excused absence, it is advisable that you do not also take advantage of your Free Pass. Missing more than one class session in a one meeting per week class significantly hinders your ability to do well in the course and to be a supportive team and class member.*
 - e. Any student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed
4. ASSIGNMENTS:
 - a. No assignments – presentations, papers, case studies - will be accepted late. It is your responsibility to confirm (Semester Schedule and Assignment

Rosters – found on Blackboard) when your assignments are due. When in doubt, ask the professor.

- b. Grammar and spelling count – proof your work.
- c. Use APA (revised 6th edition) for citing all research done for written and presentation assignments.
 - i. Use only author/year: Author (year) or (Author, year); if multiple sources are cited for the same point: (Author 1, year; Author 2, year)
 - ii. No footnotes, no endnotes (no MLA) accepted
 - iii. Listing of research cited at the end is called “References” (not Work Cited)
 - iv. For a source to be listed, it must be cited in the paper or presentation document; and, If a source is cited in the paper or presentation document, it must be listed under References
- d. Conserve resources as much as possible – no title pages, no binders or fancy covers, 2-sided printing, staples instead of paper clips.

5. EMAIL:

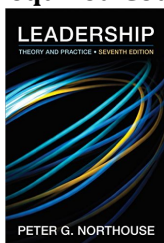
- a. Email is best used to communicate absences, being late, request an appointment or express a concern; questions about course material, tests, or assignments usually are best handled through an in-person meeting or phone call

6. IMPORTANT NOTES:

- a. It is within the Instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course
- b. This syllabus is my best effort at presenting a definitive statement on the course’s policies, assignments and schedule; however, circumstances may arise that necessitate changes; if this occurs, students will be given as much advanced notice as possible.
- c. Accommodations: Students who wish to request accommodations in this class for a disability should contact Dr. Laurie Roth, director of academic and disability support located in the first floor of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

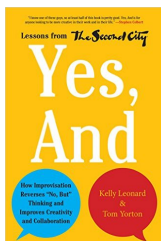
Required Materials

Required Course Textbook:



Part I
Leadership: Theory and Practice
7th Edition

By Peter G. Northouse
ISBN-13: 978-1483317533
ISBN-10: 1483317536



Part II
Yes, And: How Improvisation Reverses "No, But" Thinking and Improves Creativity and Collaboration--Lessons from The Second City Hardcover – February 3, 2015
By Kelly Leonard and Tom Yorton
ISBN – 13: 978-0-06-224854-1

Required Reference:

Publication Manual of the American Psychological Association, 6th edition, 2009 (corrected version of this edition should be referenced and is found in our Blackboard coursesite).

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

[APA Reeves Library](#)

Course Outline**Part I: Theory**

- A. Course Overview: course goals, learning outcomes
- B. Introduction to Leadership Theory
 - a. Historical View
 - b. Contemporary View
 - c. Roles Leaders Play: business, community and society
 - d. Leadership Ethics
 - e. Intro to Student LPI
- C. Traditional Framework for Understanding Leadership
 - a. Approaches: trait, skills, behavioral, situational
 - b. Skills: facilitation, communications
 - c. Theories: path-goal, leader-member exchange
- D. Contemporary Leadership
 - a. Transformational Leadership
 - b. Servant Leadership
 - c. Authentic Leadership
 - d. Team Leadership
- E. Important Considerations in Contemporary Leadership
 - a. Women & Leadership
 - b. Culture and Leadership
- F. Leadership Practice
 - a. Exploring student interests for Spring placement – Placement Fair
 - b. Leadership Practices: Exploiting Strengths, Developing Weaknesses
 - c. Goals & Desired Outcomes from Spring Semester Placements

Part II: Practice*

- A. Course Overview: course goals, learning outcomes
- B. Introduction to Leadership Practice
 - a. Defining roles: instructor as facilitator/mentor; student as experiential learner/protégé
 - b. De-brief on student leadership inventory assessment
 - c. Focus on transformational leadership through leader as servant (developing a Service/Servant mindset)
 - d. Building blocks of leadership service:
 - i. Organization knowledge
 - ii. Orientation
 - iii. Building a shared vision and crafting a mission
 - iv. Setting goals and developing strategy
 - v. Monitoring and measuring effectiveness
 - vi. Engaging leader behaviors
 - vii. C's of Leaders: communications, cooperation, coordination, collaboration
 - viii. Leading in crises
- C. Organization knowledge: history, mission, goals, achievements, challenges

- D. Orientation: expectations – organization and leader, guidelines and bylaws, defining scope of service
- E. Building a shared vision and mission – creating a vision and getting buy in; three elements of an effective mission
- F. Setting goals and developing strategy – identifying goals that are attainable and objectives that are measurable; drafting a plan to accomplish goals
- G. Monitoring and measuring effectiveness – planning and implementing control and evaluation
- H. Engaging leader behaviors: behaviors that invite participation, attention, support and cooperation
- I. 4 Cs of leading (communications): interpersonal, professional, effective
- J. 4 Cs of leading (cooperation): getting others to do what you want/need
- K. 4 Cs of leading (coordination): seeing the big picture by integrating the small parts
- L. 4 Cs of leading (collaboration): working together toward common goals in ways that everyone is acknowledged and heard
- M. Leading in crises: impromptu tactics and actions to get through unanticipated situations

*For Part II, the 3-hour per week class will be split: ½ in class and ½ in the field (at leadership placement)

Research Guidelines

It is important that classroom and textbook learning are augmented by **outside sources**. **Outside sources** are literature, data and information that has been obtained or developed by credible, quality practitioner, professional or academic publication sources AND not already being used in the course (i.e. the textbook are articles assigned for class).

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2009 (6th edition) of the APA Publication Manual as revised.

Important Note: The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you **have actually used**. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

Sample Citation

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:

Osborne, R. (1995). Company with a soul. Industry Week/IW, 244(9), 20-26. Retrieved [insert today's date without brackets], from Business Source Elite database.

Grading Policies

Measurement & Grading:

Part I

LPI Report (individual, written)	20%
Leadership Theory Question (team, presentation)	25%
Leader Placement Work Plan (individual, written, presentation)	15%
Leadership Development Plan (individual, presentation)	20%
Total Quality Participation	20%
TOTAL	100%

Part II

Leader Placement Goals & Planning (individual, written)	15%
Mid-Term Leader Placement Update (individual, presentation)	20%
Leader Placement Site Supervisor Assessment (completed by supervisor)	25%
Leader Placement Assessment Presentation (individual, presentation)	25%
Total Quality Participation	15%
TOTAL	100%

Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]

Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]

High levels of learning, effort and participation are often demonstrated

80 -85 - B [Good]

Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]

Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]

Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently

64 and below - F

Little or no evidence of an acceptable level of learning, or effort

Academic Honesty:

Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm," risk automatic failure in the course.

Assignments Overview

The following Assignments are required for this course:

- LPI Report (individual, written) – 20%
- Leadership Theory Question (team, presentation) – 25%
- Leader Placement Work Plan (team, presentation) - 15%
- Leadership Development Plan (individual, presentation) – 20%
- Total Quality Participation (individual) - 20%

Assignments/Grading

PART I

LPI Report: individual, written – [20% of final grade]

Each student will prepare a report based on his or her LPI results. The report will have three main components: summary of the scores and learning of each of the five practices; identification and analysis of the most frequent (1 or 2) and least frequent (1 or 2) practices; and, reactions/impressions from the report.

The report will be formatted and organized as follows:

- Five Practices Summary Scores and Learning
- Most & Least Frequent Behaviors
- Reactions/Impressions

Leadership Theory Question: team, presentation – [25% of final grade]

Each student will participate in a team-based presentation. The purpose of the presentation is to pose and answer a research question related to one of 12 leadership theories. The team will select a topic and draft a research question that is approved by the professor. Selections are from the following list of topics:

- Trait
- Skills
- Behavioral
- Situational
- Path-goal
- Leader-member exchange
- Transformational
- Servant
- Authentic
- Team
- Women
- Culture

The presentation will be formatted and organized as follows:

- Topic (one of the 12 listed above)
- Research Question
- Response
- Implications

Outside research (cited in APA) is required with a minimum of 15 sources – journal articles, books and other credible sources (if there is any doubt, consult with the professor). This helps to substantiate the relevance, quality and effectiveness of the response that you present.

Leader Placement Work Plan: individual, written, presentation – [15% of final grade]

Each student will prepare and present a written work plan of their Spring Leader Placement.

The written report and presentation will be formatted and organized as follows:

- Selection of Leader Placement
- Goals of Leader Placement
- Desired Outcomes from Leader Placement Experience
- Preparation for Leader Placement

Leadership Development Plan: individual, presentation – [20% of final grade]

Each student will prepare and present a Leadership Development Plan. This assignment will be considered the final exam for the course (NOTE: students must attend all presentations; no Free Passes may be used the last two weeks of class, when these presentations are presented.)

The Plan has three major components: Most Frequent Practices (Strengths) – top 1 or 2, if tied; Least Frequent Practices (Weaknesses) – top 1 or 2, if tied; and Strategies – to exploit strengths and improve weaknesses.

The Plan and presentation will be formatted and organized as follows:

- Brief Review of LPI Report
- Leadership Strengths
- Leadership Weaknesses
- Strategies for Development

Outside research (cited in APA) is required with a minimum of 6 sources – journal articles, books and other credible sources (if there is any doubt, consult with the professor). This helps to substantiate the information that you present.

PART II

Leader Placement Goals and Planning [15% of final grade]

All students will present a Leader Placement Goals and Planning presentation and share the following information:

Student LPI Report Review

- Leader Practices
 - Your Most Frequent Practice
 - Your Least Frequent Practice
- Leader Behaviors
 - Your Top 3 Most Frequent Behaviors
 - Your Top 3 Least Frequent Behaviors

Leader Placement Plan Review

- Leader Placement Site
- Goals of Leader Placement
- Desired Outcomes from Leader Placement Experience
- Preparation for Leader Placement (what you did to get ready for your placement)
- Action Steps (what you will do this semester and by when, to achieve your Leader Placement Goals)
- Assessment (how you will know/measure that you have achieved your goals)

Mid-Term Leader Placement Update [20% of final grade]

Students will present a 5-minute update on their placement. Specifically, students will report their progress on: Leader Placement Goals (refined or revised), Achievements to Date, Current Challenges and Overall Progress to Date.

Leader Placement Assessment Presentation [25% of final grade]

Each student will present a final presentation on their placement. The presentation, a maximum of 15 minutes, will cover the following topics:

- **Goals:** Set and Achieved
- **Challenges:** Experienced in the placement, Learnings from the Challenges, Effectiveness in Managing the Challenges
- **Company/Organization Placement:** Culture, Why I Would/Would Not Want to Work There, Supervisor Relationship (with student, with other workers)
- **Overall Assessments:** My Growth & Development, The Effectiveness of the Seminar (I & II), The Value of This Company/Organization as a Placement

Leader Placement Site Supervisor Assessment [25% of final grade]

Leader Placement Site Supervisors will assess all students' performance. Each supervisor will receive a written assessment form and asked to complete and return it to the course instructor.

Class Participation - [Part I: 20% of final grade; Part II: 15% of final grade]

As outlined in the Expectations section of this syllabus, you are expected to attend all classes, come to class prepared and on time and participate as much as possible in all class sessions. All of these factors are considered in calculating your participation grade, which is 20% of your final course grade. (NOTE: Using your Free Pass does not count against your participation grade; only additional, un-excused absences count against this portion of your final grade.)

Weekly News Update

For each class session, students should be prepared to present a news item relevant to the course. You may use the following sources: NPR Radio; KYW Newsradio; Daily Show, Colbert Report, CNBC, CNN; ABC, CBS, NBC and Fox News; Time, Newsweek and Atlantic Monthly; New York Times, Washington Post, Los Angeles Times, Wall Street Journal and The Morning Call. You must cite your source, but no written paper is required. A roster of possible topics can be found on our Blackboard coursesite.