

Standard Course Outline

I. General Information

- ♦ Course number: GBA 671
- ♦ Title: Leadership Foundations
- ♦ Units: 1
- ♦ Prerequisites: CBA Graduate Standing
- ♦ Course Coordinator / SCO Prepared by Alaine Weiss and Dr. Vicki Scherwin
- ♦ Date prepared / revised: August, 2014

II. Catalog Description

This course examines individual, group and organizational dimensions of leadership, provides an opportunity to develop skills that support effective leadership, and initiates a process for developing leadership competence during the MBA Program and beyond. (Credit/No Credit)

III. Curriculum Justification(s)

The course has both conceptual and skill development objectives. The conceptual framework for the course is grounded in principles of individual, group and organizational behavior. The course does not advance a single model of leadership. This is because there is no dominant model of leadership that has been sufficiently validated to the point of driving out other models. Instead, the course emphasizes the development of skills that support effective leadership. Students will learn about leadership through individual self-assessment, group work, and interactive activities. Self-assessment will encourage identifying students' leadership traits, style, strengths and weaknesses. The activities in the course are aimed at engaging students with Leadership concepts and providing self-awareness that can then be applied in their interactions with each other, faculty, peers, and employers throughout their lives. Embedded in the specific subject matter of the course is an appreciation of the following CBA learning goals:

- Interpersonal, Leadership & Team Skills (General)

IV. Course Objective(s)

Interpersonal, Leadership & Team Skills: *Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.*

Students will be able to identify and evaluate leadership styles and personal strengths and weaknesses relevant to individuals in leadership positions.

Students will also be able to provide suggestions for behaviors to enact in given situations based on new knowledge.

Suggested methods of assessment: leadership development plan (for maintaining/improving their strengths and overcoming their limitations), case analysis and presentation, self-assessment, peer evaluations, and simulations.

V. Outline of Subject Matter

The topic outline for the course is listed below. This is only an indication of possible subjects to be worked on. Subject matter and sequence of topics may vary depending on the instructor.

Topics to be covered:
What is “leadership”?
The psychological issues which underlie leadership and followership.
Assessing individual personality, style, strengths and weaknesses.
Gender and leadership
Culture and leadership
Other relevant self-assessment

VI. Methods of Instruction

- a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. GBA 671 is generally taught as a weekend retreat for an entire Accelerated or Saturday MBA cohort. The course meets for a minimum of 15 hours over the weekend. For the Evening students the course will be offered each term in a two day format (i.e. Friday Evening and Saturday all day).
- b) GBA 671 stresses active learning that includes, but is not limited to:
 - Participation (in-class) exercises that involve group work.
 - Individual assessments
 - Written or individual group assignments
 - The output from this effort will be a Leadership Development Plan that each student will complete at the conclusion of the course.
- c) Given that the format of the class is intended to be a weekend retreat, instructional methods for the course may differ from traditional classes and are likely to include:
 - Lecture/examples/discussion
 - Outdoor challenge courses
 - Self-assessment
 - Individual and team activities
 - Guest speakers

- Simulations
- d) The readings for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and/or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the nature of the material covered, a custom course pack may be appropriate. In addition popular leadership texts may be included. The following is illustrative:
- Warren Bennis. 2007. "The challenges of leadership in the modern world." *American Psychologist*. 62, pp. 2-5.
 - Sim B. Sitkin and E. Allan Lind. 2006. "The Six Domains of Leadership: A New Model for Developing and Assessing Leadership Qualities." *Delta Leadership* (www.deltaleadership.com).
 - Robert Hogan, Gordon J. Curphy & Hogan Joyce Hogan. 1994. "What we Know About Leadership: Effectiveness and Personality." *American Psychologist* 49 (6): 493-504.
 - Victor H. Vroom and Arthur G. Jago. 2007. "The role of the situation in leadership." *American Psychologist*, Vol. 62, pp. 17-24.
 - Sutton, R. L. 2001. "The Weird Rules of Creativity." *Harvard Business Review*, pp. 94-103. (Reprint # R0108F)
- e) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on "Grades, Grading Procedures, and Final Assessments, Final Course."

VII. Instructional Policies Requirements

- a. Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b. Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c. All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d. It is expected that all students attend classes regularly and be responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and

courteous behavior. Make up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to the specific university policy on these issues.

- e. Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f. Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.