

# California Lutheran University

## Bachelor's Degree for Professionals

### LEADERSHIP DEVELOPMENT (CAPSTONE) BUS 460 - SYLLABUS

**Drop Dates: Monday, March 14<sup>th</sup> last day to drop w/out financial penalty (100% tuition charge for classes dropped after this date), last day to add a class**

**Monday, April 11<sup>th</sup> Last day to drop without a W**

**Friday, May 6<sup>th</sup> Bachelor's Degree for Professionals' Commencement Reception for graduating seniors & family members**

**Saturday, May 14<sup>th</sup> Commencement**

<b>PROFESSOR:</b>	Timothy L. Weaver, MBA
<b>CLASSROOM:</b>	Swenson, Room 103
<b>TIME:</b>	Tuesdays 6-9:30 PM
<b>OFFICE HOURS:</b>	Monday and Wednesdays, 4:00 to 6:00 Woodland Hills
<b>Contact Information:</b>	Email: tlweaver@callutheran.edu Office Phone: (805) 493-3297

#### **Course:**

Focuses on developing and identifying the contributors to and the need for individual leadership competencies. Provides an overview of specific leadership development instruments, psychological contributors to leadership effectiveness, and introspective evaluation of current leadership application. Prerequisite: Senior standing.

#### **Textbooks/Required Readings**

DuBrin, A. (2013). Leadership: Research Findings, Practice, and Skills, ISBN: 978-285-86636-9. CENGAGE. Boston, MA

#### **Course Outcomes: At the end of this course, students will be expected to:**

- 1. Assess their leadership style and develop a leadership development plan.**
- 2. Correctly use specific management tools.**
- 3. Analyze leadership situations and be able to make recommendations to improve the**

outcome. Be able to identify key behaviors that successful leaders use.

4. Compare and contrast management and leadership.

5. Analyze critical leadership situations.

(These educational objectives address the following California Lutheran University Student Outcomes):

University Learning Outcomes	Method of Assessment
<b>PROFESSIONAL PREPARATION</b> <ul style="list-style-type: none"><li>➤ Field specific knowledge and experience</li><li>➤ Ethical and professional judgment</li><li>➤ Interpersonal and teamwork skills</li></ul>	<b>Leadership Chart</b> <b>Personal Leadership Mind Map</b> <b>Film Analysis</b>
<b>LIBERAL LEARNING</b> <ul style="list-style-type: none"><li>➤ Written communication skills</li><li>➤ Oral communication skills</li><li>➤ Information literacy</li><li>➤ Understanding cultural and global diversity</li></ul>	<b>Leadership Thought Journal</b> <b>Oral Presentation</b> <b>In Class Discussion</b> <b>Groups Participation</b>
<b>CHARACTER AND LEADERSHIP DEVELOPMENT</b> <ul style="list-style-type: none"><li>➤ Appreciation of diversity</li><li>➤ Growth in identity and values</li><li>➤ Principled leadership</li></ul>	<b>Film Analysis</b> <b>Leader Interview</b>

### Course Assignments/Requirements/Course Schedule

#### PROJECT:

##### **Overview**

The final project for this course is a portfolio, which is a compilation of course activities designed to assist you in developing your own leadership philosophy. These deliverables reflect your understanding of your development as a leader as well as the course topics. While the portfolio has specific requirements, the project also allows you to creatively demonstrate course competencies and objectives.

The portfolio is an interpretation or explanation of learning from the course, including:

Meaning of leadership.

How one leads groups effectively.

Completing tasks established by a superior or organization.

Developing one's own leadership style.  
 Leading in multicultural and global situations.

The portfolio should include the following elements:

- Leadership chart. (Due week 3)
- Interview paper. (Questions due week 3, final analysis due week 7)
- Mind map. (Due week 5)
- Thought journal. (Due weeks, 3, 5, 9, 11)
- (Samples of the leadership chart and mind map will be provided during the course.)

**Project Objectives**

To successfully complete this project, you will be expected to:

1. Synthesize management and leadership theories.
2. Evaluate the factors that affect leadership.
3. Analyze the process of leader development.
4. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of your profession.

The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

**Anticipated Coursework Matrix**

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text	1	11	2	22	Over 11 weeks,
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			
Article Assignment	1	11	1	11	Average, varies by student
Discussion Board	2	22	2	22	Average, varies by student
Leadership Chart			1	11	Average, varies by student
Mind Map			1	11	Average, varies by student
Thought Journal			1	11	
Leader Interview			1	11	
<b>Total</b>		<b>80 hrs. 40 min</b>		<b>99</b>	

**Grading** Late assignments will be assessed a one grade penalty for each day beyond the due date.

Course/Portfolio/Project Grading Criteria:

Leadership chart	200 points
Mind map	200 points
Thought journal	200 points
Leader interview questions	100 points
Leader interview paper	200 points
Participation	<u>100 points</u>
<b>Total</b>	<b>1,000</b>

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**GRADING SCALE**

A 95-100	B+ 86-89.9	C+ 76-79.9	D+ 66-69.9
A- 90-94.9	B 83-85.9	C 73-75.9	D 63-65.9
	B- 80-82.9	C- 70-72.9	D- 60-62.9

**Required readings:**

The text for this course is the DuBrin text. Additional readings will be assigned and available through the Blackboard Learning Management System (LMS). Typically, one study or case assignment per week is assigned in addition to the text readings. The majority of the cases and articles can be found in the course in Blackboard. Please let your faculty member know if you cannot access any of the required readings.

**Film Viewing**

There are several feature films that you will be watching portions of over the course of this class. These films highlight the key elements of the topics we will be discussing in the course. The films will be used as topics for discussion forum questions and as topics for discussions in our live chat sessions. Several of the films, and sometimes all of them, can be accessed either through NetFlix or you might check the CLU library to see if there is a copy there you can check out.

**Ask your instructor**

Please use the “Ask Your Instructor” discussion forum as a place to ask questions of a general nature that will benefit all students. Questions of a specific or personalized nature should be emailed to your professor.

**Graded Assignments**

There are graded assignments due at various key points in this course. These include discussions, submitted assignments, and your participation in the live sessions. Descriptions of the assignments are as follows:

**Final Project:**

**Overview**

The portfolio is compilation of the materials covered in the course. It will include the Leadership Chart and Mind Map as an interpretation or explanation of learning from the courses in the Organizational Leadership curriculum.

The final portfolio submission should include the following elements which you will have submitted at various points in the course and received feedback on:

**Leadership chart. (Due Week 3)**

The Leadership Chart is your opportunity to illustrate your mastery of the various leadership models that have been discussed throughout your program, how you see them in application, and what you see as the best model including the limitations. You will need to evaluate at least 5 leadership models. A sample chart will be

provided in your Blackboard Course. The Leadership Chart provides an assessment of the Professional Preparation Student Learning Outcome (SLO).

### **Mind map. (Due Week 5)**

The Mind Map is a tool used to illustrate relationships among the various phases of your life as they apply to your own personalized leadership theory. There are various programs and software available for developing a mind map, however, a blank PowerPoint presentation is a great starting place. A sample MindMap is included in your Blackboard Course. The Mind Map provides an assessment of the Liberal Learning SLO.

### **Thought journal. (Due Weeks, 3, 5, 9, 11)**

The Thought Journal provides you with the opportunity to chronicle your experiences during the course. It is not specific to the course learnings, but is an opportunity to make a link between the course materials and your experiences over the course of this term. You might write about your own leadership experiences during the week, or those of your boss, or those of another individual you observe. You will be using the Journal tool located in your Blackboard Course. The Thought Journal is an assessment of the Character and Leadership Development SLO.

### **Presentation. (Due Week 11)**

During the week 11 on ground session, each of you will provide a brief synopsis of one aspect of your final portfolio: choosing from the Mind Map, Thought Journal, or the Leadership Chart. A PowerPoint presentation is not required but rather an honest and open discussion of your experience during the course and how the materials contribute to your understanding and development of your own leadership philosophy is the expectation.

### **Project Objectives**

To successfully complete this project, you will be expected to:

1. Synthesize management and leadership theories.
2. Evaluate the factors that affect leadership.
3. Analyze the process of leader development.
4. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of your profession.

### **Attendance Policy**

It is anticipated that each student will make every attempt to be present at all sessions. While there are certainly life events that might preclude attendance, early notification of the teacher for these events is crucial to ensure the student receives any missed work.

### **Course Evaluations Statement:**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:  
<http://courseval.callutheran.edu>

### **Academic Honesty:**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or

“dishonest” will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

### **Standards of Student Conduct Statements:**

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

### **Harassment**

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living or campus environment. Forms of harassment include, but are not limited to:

- Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes; but is not limited to, unwanted phone calls, hang-ups, unwanted voice messages, obscene phone calls.
- Non-Verbal/Visual: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.
- Physical: Conduct such as unwanted physical contact including touching, interference with an individual’s normal work or movement, assault.

### **Sexual Harassment**

Any sexual advances, requests or demands for sexual favors and other physical, verbal or visual conduct of sexual nature constitute sexual harassment when:

- Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance, creating an intimidating, hostile or offensive work, learning, living or campus environment; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
- Submission to such conduct is made either explicitly or implicitly a term of condition of an individual’s employment or academic programs.

### **Hate Crimes**

- Hate crimes, defined in the California Penal Code, Section 7422.55, are defined as offenses motivated by hatred against a victim or a group of victims based on their actual or perceived race, gender, religion, sexual orientation, ethnicity, and/or disability.
- California Lutheran University is a “diverse scholarly community dedicated to excellence in the liberal arts and professional studies.” As such, the University will not tolerate any form of hate crime. Violation of any University policy that also fits within this definition may result in suspension /dismissal from the University.
- In addition, because false accusations regarding harassment, sexual harassment, or hate crimes can have serious effects on the persons accused, any false accusation will likewise result in disciplinary action up to and including the expulsion/dismissal from the University.

The student who feels subject to any of these offenses stated above should report the incident immediately, either verbally or in writing to any one of the following persons:

- Leanne Neilson

Provost/Vice President for Academic Affairs

Administration Building, x3145

- Melinda Roper

Vice President for Student Affairs/Dean of Students

Student Union Building, x3553

- Susan Tolle

Director of Human Resources

Welcome Center Building, x3185

*CLU will respect the complainant’s right to confidentiality in both informal and formal procedures. The complainant will be supported and any attempted reprisals will not be tolerated.*

**DISABILITY STATEMENT:**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

## **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>  
There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

## **CLU Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

## **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>  
Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

## **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

Course Schedule

Course Week	Topics	Assignments	Readings	Notes
#1 March 1	Self-Awareness and review of leadership models	Complete the MindTools Leadership Assessment <a href="http://www.mindtools.com/pages/article/newLDR_50.htm">http://www.mindtools.com/pages/article/newLDR_50.htm</a>	Reading: DuBrin, Textbook, Chapter 1-3  Read Time Warner- Cable Case	
#2 March 8	Stress and the Leader	Complete the Workplace Stress Survey <a href="http://www.stress.org/wp-content/uploads/2011/08/Workplace-Stress-Survey.pdf">http://www.stress.org/wp-content/uploads/2011/08/Workplace-Stress-Survey.pdf</a>	Reading: DuBrin Chapters 4-6 Read "Stress Boss" article on John Wolford	Before week 2 watch "Devil Wears Prada"
#3 March 15	Motivational Leadership (EPO Model, Goals, MBO)	Leadership Chart Due, First Journal Due	Reading: DuBrin Chapter 10 and 11  Read Hausser Foods Case	
#4 March 22	Conflict		Reading DuBrin Chapter 12	Before Week 4 watch "Miracle" (1980 US Olympic Hockey Team) Bill Kearns Video
#5 March 29	Ethics and Leadership	Mind Map Due, Second Journal Due	Reading: DuBrin Chapter 6	
#6 April 5	Power		DuBrin Chapters 7, 8  Read Donna Dubinsky Case,	Before Week 6 watch "To Hell and Back" (Audey Murphy story)
#7 April 12	Decision Making	Watch video on JFK and the Bay of Pigs Invasion <a href="https://www.youtube.com/watch?v=U6UkrevWYeY">https://www.youtube.com/watch?v=U6UkrevWYeY</a>	Reading: Green, K. & Twigg, N. (2014) Managerial decision making	Carter Racing Exercise
#8 April 19	Delegation		Read Delegation Case on MacGregor	Before Week 8 watch "Master and Commander" (Russell Crowe) Bob Holden Video
#9 April 26	Global Leadership	Third Journal Due	Reading: DuBrin Chapter 14	

#10 May 3	Leading Change	Find article on leading change and prepare to discuss in class. Articles can be found using GoogleScholar.com or the CLU Electronic Library.	Reading: DuBrin Chapter 13	
#11 May 10	Leadership Philosophy Presentations	Final Journal, Final Mind Map, and Mind Map Presentations	Reading DuBrin, Chapter 15	Before Week 11 watch "Freedom Writers"

**Final Note**

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely Manner.

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