



Lincoln University

BA 424 – Leadership Development COURSE SYLLABUS 2018

- Instructor:** Prof. Igor Himelfarb, Ph.D.
Lecture Schedule: Mondays 12:30-3:15 PM
Credits: 4 units: 3 units / 45 lecture hours + 1 unit independent research project
Level: Mastery 2 / Research (M2R)
Office Hours: Before and after class or in room 404 by appointment
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Textbooks: Organizational Culture and Leadership Fourth Edition (2010), by Edgar H. Schein; Jossey-Bass; ISBN: 978-0-470-19060-9
- Last Revision:** February 1, 2018

CATALOG DESCRIPTION

The course provides a comprehensive survey of the major theories and research on leadership and managerial effectiveness in organizations with practical suggestions for improving leadership skills. The nature and attributes of leadership are investigated through case studies, biographies, and class presentations. Topics include the difference between leadership and management as well as identifying traits and abilities, which have distinguished effective leaders from ineffective ones. A one-unit written research project and its oral presentation are required for the course. (4 units)

Prerequisite: BA 308

EDUCATIONAL OBJECTIVES

The purpose of this course is to introduce students to the logic, the scope and challenges of effective leadership. Students will be taught organizational culture and organizational behavior. Students will be able to assess how to manage organizational culture and how to develop new leadership roles. Further, students will be taught how to perform job analysis, and how to assess organizational effectiveness.

COURSE LEARNING OUTCOMES¹

	Course Outcome	Program LO	Institutional LO	Assessment Activities
1	Student will be able to design and conduct research in the field of leadership development	PLO 1		In-class discussion, Home assignments
2	Students will understand the scope and challenges of leadership	PLO 3	ILO 2c, ILO 5c	In-class discussion, Presentation
3	Students will understand the cultures in organizations	PLO 4	ILO 3c	In-class discussion, Home assignments
4	Students will be able to assess how to manage culture	PLO 5	ILO 1c, ILO 2c	In-class discussion, Presentation
5	Students will develop new leadership roles	PLO 5	ILO 1c, ILO 2c	In-class discussion, Home assignments

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

Lecture method is used in combination with case studies and outside readings, as assigned. The emphasis will be on learning. Every student must participate in an intensive preparation and classroom activity. The emphasis will be on learning by examples and solving problems. Every student is welcome to participate in intensive classroom activities and discussions. Reading and problem-solving assignments will be given throughout the course. Video materials will be presented. There may be class discussions and group presentations by students on the project assignments during class.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

CLASS ATTENDANCE

Students are expected to attend class on a regular basis. Attendance is crucial to performing well in this course, as some of the material presented may not be found in the textbook. Further, the lecture and classroom demonstrations will emphasize and expand upon important topics found in the textbook. Thus, it is vital that you take thorough notes in class.

ASSIGNMENTS

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

There will be a bi-weekly homework assignment given out on Tuesday of each other week. The homework assignments will typically consist of some theoretical exercises, conducting analyses on provided data and turning in a results report (write-up) describing the findings, but may include other questions. The purpose of the assignments will be to provide a medium through which you really learn the material. Students are welcome to work with other classmates on the homework, but it is expected that each student turns in his/her own, independently written, homework. Any indication that work was directly shared will not be tolerated and will result in a non-passing grade.

Please bring a **hard copy** of your **typed and stapled** homework assignment that has your name on it to class the day it is due. **Please no emailed assignments. No late homework will be accepted!**

There will be a number of readings (mostly journal articles) assigned periodically in addition to the reading in the textbook. There will be homework and a project.

In accordance with the university policy on cheating and plagiarism, any student who does not do his/her own write-up completely independently on any assignment will fail the assignment.

EXAMS

There will be two exams — a midterm and a final. To assess your learning in this course, exam questions will be derived from the lecture and textbook. Topics covered in lecture will be of major emphasis on the exam, and should be the focus of your textbook readings, though there will be some test questions found in the assigned readings but not covered in the lecture. To avoid guessing, there will be no multiple-choice questions on the exams. Exams may include conceptual or theoretical questions, and questions with applied scenarios. **All exams are open books and open notes.**

QUIZZES

To encourage attendance and to help students with assessment of their knowledge, there will be a set of unannounced quizzes given at the start of class. They will be based on lecture and any assigned reading. They will not be computational in nature, but rather conceptual questions intended to help students gauge how well they understand the material.

GRADING POLICY

Percentage	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
below 60%	F

Weights	
Homework	10%
Quizzes and Class Participation	10%
Midterm Exam	25%
Final Exam	30%

Individual Research Project	25%
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INDIVIDUAL RESEARCH PROJECT (1 unit):

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>

<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

COURSE SCHEDULE:

Week	Topic
1	Introduction: Organizational Culture. Subcultures
2	Research Methods in Leadership Development.
3	Research Methods (con-ed).
4	Effective Management. Employee Engagement.
5	Personnel Issues. Selection and Placement.
6	Assessment and Performance Evaluation.
7	Surveys. Reliability and Validity.
8	Midterm Exam
9	Role of Leaders in Creating and Transmitting Cultures.
10	Changing Role of Leadership. New Roles for Leaders.
11	Employee Engagement.
12	Customer Engagement.
13	Personality Theories Related to Leadership Development.
14	Motivation Theories in Leadership Development.
15	Final Exam