MGMT 5940/4940
Fall Quarter 2016
EXTRAORDINARY LEADERS – LATIN AMERICANS

INSTRUCTOR AND CLASS INFORMATION
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Lecture times: TBD
Office Hours: TBD

Course Description
This course applies the leadership principles found in MGMT 5355 and examines them from a Latin American perspective base on four archetypes:

Masters - demonstrates complete knowledge, skills and abilities of every facet of a given domain; Roberto Clemente, Puerto Rico
Makers - discover a new domain or radically changed an existing one; Luis von Ahn, Guatemala
Introspectors - take everyday experiences and amplifies them for the masses; Freda Kahlo, Mexico
Influencers - rally other to take action or change behavior; Pope Francis

This course is directed at providing participants with a historical overview of the lives and accomplishments of great Latin American leaders in private and public enterprises and organizations. It examines leaders in context of their principles, philosophies, strategies and tactics they used to accomplish their objectives. The course will use the lives of these individuals as cases to examine:

- The psychology of extraordinary performance
- The common personal and professional traits of great leaders
- How leadership styles are manifested
- How the social and political times impact the leader’s performance
- Personal and ethical challenges leaders face in their quest
- How historical events relate to the development of one’s leadership style

Although we study some very important people in the course the most important are the students taking the class. Thus, students will complete three reflective essays pertaining to their leadership experiences via the course material. Also they are required to participate in class and online discussions and work in small groups to successfully complete their assignments.
Teaching Method

This class will use variety of methods to emphasize the role leadership plays in our personal and professional lives:

- In-class participation in discussions related to the key learnings of the course
- Two reflective essays that demonstrate mastery of the vocabulary and common principles associated with the course. These should be three to five pages (double spaced), footnotes and references are required
- Case-in-point – actual situations that illustrate leadership principals in action
- Option 1. A 10 page profile of a Latin American leader
- Option 2. Develop and execute a personal excellence project pertaining to their Latin American experience. For example, one could develop a business plan to stimulate sales of crafts, goods and services of Guatemalan artisans. Or gain a higher level of proficiency in Spanish (based on a pre/post testing on the ASU Language Placement Test. A five page reflective essay will be required for this option.
- The final assignment will be a group presentation on “Leadership Lessons” learned during the time in Guatemala. This presentation should represent the culmination of the principles of the course. Forty-five minutes (including questions) will be allocated for each group.
Competencies

- **Critical thinking** – using discussion and analysis to explore the subtleties and nuances of leadership
- **Personal reflection** – using “double loop” learning to master content, analyze alternatives and apply them to future situations
- **Ethical awareness** – understanding broader societal issues and developing the courage of convictions to articulate solutions
- **Oral and written expression** – clearly and concisely articulating issues

Course Requirements

The course will require participants write reflectively; participate in class and group discussions, presentations; reading text, articles; and performing in a case study. Special emphasis will be placed on the application of concepts and principles contained in the course. Participation on teams will be key to successful completion of the course.

**Critical thinking is a requirement!**

“*Lord, delivery me from the lazy thinkers*” – Gen. George C. Marshall

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflective essays</td>
<td>210 (70 each)</td>
</tr>
<tr>
<td>Group project</td>
<td>240</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>160</td>
</tr>
<tr>
<td>Personal contribution to group (peer evaluation)</td>
<td>150</td>
</tr>
<tr>
<td>Leader profile or Personal Excellence Project</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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**Grading Scale**

- A = 930 and above
- A- = 900 to 929
- B+ = 865 to 899
- B  = 830 to 864
- B- = 800 to 829
- C+ = 765 to 799
- C  = 720 to 764

Reflective essays are due (according to the schedule below) in Angel by midnight. My motto is **“better never, than late.”**
Point deduction schedule for late assignments:

24 hours = 10% point deduction
48 hours = 20% point deduction

No reflective essay or group assignment will be accepted more than 48 hours after the original due date.

Grading criteria:

I will use the five points below as the primary criteria for grading assignments for all assignments:

1) Mastery of the vocabulary – i.e. state the definition of charismatic leadership

2) Illustrate the common principles – i.e. charismatic leaders are usually recognized for their direct impact on a group, domain or society and are considered less “technical” and more “adaptive” in their leadership style.

3) Discern levels of complexity – i.e. in order to transition from an Influencer to a Master a charismatic leader has to take the following steps.

4) Application to others – i.e. Jimmy Carter is an example of how a person in charismatic position can make the transition from Influencer to Master as evidenced by his work at the Carter Center.

5) Application to self - i.e. by mastering technology and combining it with my knowledge of history I can create the perception/reputation as the primary Influencer in the organization.

<table>
<thead>
<tr>
<th>Concepts demonstrated</th>
<th>Maximum Grade</th>
</tr>
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<tbody>
<tr>
<td>1 and 2</td>
<td>C</td>
</tr>
<tr>
<td>1 through 3</td>
<td>B-</td>
</tr>
<tr>
<td>1 through 4</td>
<td>B+</td>
</tr>
<tr>
<td>1 through 5</td>
<td>A</td>
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Missing a session will result in a reduction of your class participation score by 50 points.
How to appeal for a better grade

Leaders know that emotion can be defused by using data. Use the facts to back your point and be concise! Appeals should be made (in writing) no more than 48 hours after receiving your grade on an assignment.

Don’t come three weeks later and demand a change!

Required Reading:
- *Teaching Smart People How to Learn*, Argyris (article)
- *Six Lessons for six Sons*, Massengale (07)
- *Extraordinary Minds*, Gardner (97)

Bibliography