

*Please note; this Syllabus is subject to changes depending on the progress and circumstances of the Red Winged Awards.*

## MGMT 5310, Leaders in the Community - Winter 2020

COURES SYLLABUS & ASSIGNMENTS (Revised 01/07/20)

Wednesdays @ 6:00pm, Adm 307

Instructor: Randy Massengale, MSM

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Office Hours: By appointment

### **I. COURSE OVERVIEW**

#### **Course Description:**

This is an elective the Graduate Specialization program in Albers School of Business and Economics and is open as an elective to non-specialization students as well. This course challenges students to put learning into practice within a business and/or social justice framework. While studying advanced leadership skills in seminar activities, students conduct a leadership project in which they identify a need, set direction, align and motivate others, and achieve goals set in the course.

Learning is achieved mainly through a variety of teaching means and methods, such as interactive exercises, class discussions, class presentations, mini-lectures, readings, guest speakers, and videos. Student success and progress will be assessed primarily by reflective papers, teamwork, and class participation.

Readings:

Required Readings: A selection of relevant and thought-provoking readings for session week, available on CANVAS.

Required Texts: *Word Power Made Easy*, Norman Lewis, 2014 Anchor Books

*48 Laws of Power*, Robert Greene, 1998, Viking Press

#### **Course Learning Goals:**

The learning goals of this course are to:

1. Explore and clarify the various approaches to effectively leading people, relationships, teams, etc. and when they work best.

2. Develop self-awareness regarding your individual preferences, motivators, characteristics, etc., that relate to your ability to lead effectively.
3. Develop, practice, and execute problem solving, critical thinking and interpersonal skills necessary for leader success.

To achieve the goals established above, the course meetings will be (roughly) structured, combining class discussions, short lectures, and exercises. It is integral that all readings are completed prior to each class session. My hope is that you are not only able to summarize the major points of these readings, but that you have also thought deeply about the material and are able to apply readings to in-class and outside exercises and analyses. Please note that students will take high level of responsibility for their own learning and that of others. And, as always in my class, critical thinking is a requirement.

## **II. EXPECTATIONS**

### **Students**

In order to achieve the learning goals, students must come prepared to participate in active discussion, debate, and problem solving (be sure to bring any assigned readings to each class). Therefore, students are held responsible for:

- Completing all reading assignments prior to each class;
- Actively participating during class discussions and exercises;
- Completing assignments as scheduled to demonstrate and enhance learning; and
- Fostering a climate of respect for other class members and the instructor (no cell phone calls, no reading/doing work for other classes, no sleeping, etc.)

### **Instructor**

The instructor's role is to create an environment and provide resources which foster accomplishment of learning goals. This includes:

- Providing applicable reading assignments;
- Leading meaningful lectures, discussions, and exercises related to course materials;
- Challenge each student with respect and dignity; and
- Clearly articulating the requirements for course assignments.

## **III. PERFORMANCE APPRAISAL**

*Overall Course Grades Consist of the Following:*

2 Reflective Essays (3 – 5 pages double spaced – 400 points) 40%

Reading charts (6 x 25 = 150 points) 15%

Team/Peer Evaluation (250 points) 25%

Class Attendance and Participation & Homework (each group will provide slides - 200 points)  
20%

Grading Scale: The following grading scale represents minimum grades for given percentages:

A = 94% or above; A- = 90-93.9%; B+ = 87-89.9%; B = 84-86.9%; B- = 80-83.9%; C+ = 77-79.9%; C = 74-76.9% and so on; F = 0 to 59.9%.

Assignments are due on CANVAS by 11:59 PM one day prior relevant class period. Your essay should present the results of your own critical thinking on the applicability and value of the reading within the context of 1 of the following topic areas:

- How the course material connects to current or past work, school, or personal situations?
- How it connects to recent events in the media?
- How you might incorporate insights from the articles into your approach to your leadership style?
- Any other topic area that you wish to pursue that helps you to integrate your lessons

learned from these readings

Tips: Your essays should show your engaged reflection on the articles by drawing on specifics from the material, applying them in detail to the specifics of your leadership experience. Please do not summarize the readings. Do be personal and use “I” (but remember this is a structured, formal writing assignment, not a “stream of consciousness” reflection). Do be thoughtful. These essays will help you to get the “most” out of the readings and should be used as a forum to practice and improve writing skills.

- Academic Integrity Tutorial (found on Angel and SU Online)

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

*Notice for students concerning Disabilities*

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning

disability, a chronic health problem, or a mental health condition) that interferes with your

performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability based adjustments to course expectations can be arranged only through this process.

#### **IV. COURSE SCHEDULE (Anticipated)**

##### **DATE TOPIC(S) READINGS & ASSIGNMENTS**

**1/08/20**

##### **Week 1**

Introduction and Overviews:

Word Power Exercise

Red Winged Award Overview

Group Selections

Course Expectations

**1/15/20**

##### **Week 2**

Committee selections

Project management

Group presentation format

**1/22/20**

##### **Week 3 (Reading Chart 1 due 1/21/20)**

Group Presentations: (**Laws 1 – 8 Each group takes two chapters  
1 slide per group member**)

Committee Updates (2 slides Max, Black background 30 PT Font)

**1/29/20**

##### **Week 4: Reading Chart 2 due 1/28/20**

Group Presentations: **Laws of Power 9 – 16**

Committee updates

**Week 5: Reading Chart 3 due 2/4/20**

**First Reflective Essay Due by 11:59 PM Feb. 4, 2020**

**Note: two assignments are due on the same day!**

**2/05/20**

Group Presentations: **Laws of Power 17 - 24**

Committee updates

**Week 6: Reading Chart 4 due 2/11/20**

**2/12/20**

Group Presentations: **Laws 25 – 32**

Committee Reports

**2/19/20**

**Week 7: Reading Chart 5 due 2/18/20**

Group Presentations: **Laws 33 – 40**

Committee Reports

**2/26/2020**

**Week 8: Reading Chart 6 due 2/25/20**

Group Presentations: **Laws 41-48**

Committee reports

**Second Reflective Essay Due by midnight 03/04/2020**

**3/04/2020**

**Week 9**

Committee Reports

**Week 10**

**3/11/2020**

Finals Week

**3/18 /2020**

Committee Updates

Walk-Through

**Spring Break**

Event – Red Winged Awards

**4/08/2020**

**Post Event Celebration! (Location TBD)**

**Academic Resources**

· Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)

· Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

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**Notice Regarding Religious Accommodations**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).”

**Office of Institutional Equity**

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oiie@seattleu.edu](mailto:oiie@seattleu.edu); phone: 206.296.2824) University Resources and Policies.