Dr. Pollard, a SJSU alumnus, is a lecturer in the College of Business, Marketing and Organization & Management Departments. She teaches Managerial Communication, Managing & Developing People, and Leadership Development at the graduate level, as well as Business & Society, Organizational Change & Design, and Leadership at the undergraduate level. She received both her BS in Business Administration and her MBA, with a specialization in Technology and Innovation, from SJSU's College of Business; her MA and Ph.D. in Organizational Psychology are from the California School of Professional Psychology. Dr. Pollard has owned and operated her own consulting business for the past fifteen years and specializes in assessment, strategic planning, executive coaching/leadership development, and team-building with local high-tech firms and non-profit organizations. Her research expertise includes women entrepreneurs, organizational culture, structure and change. Dr. Pollard is research associate with the Mineta Transportation Institute, and a member of the Silicon Valley Center for Entrepreneurship.

Course Description
This is a “What works or not?” and “How can I make it better?” class designed for students from all majors. We will investigate the relationship between organizations, individuals, and the innovations and innovative processes that are necessary for leading groups in a variety of settings. Learning tools (readings, personal assessment, research, discussions, lectures, and activities) will facilitate students’ understanding of how the historical paradigms shape contemporary organizations, including the impact of this contextual background on individuals, as well as the role individuals play in changing complex organizational structures. The focus will be on using student assessments to discuss societal, organizational, and individual contributions that impact organization and apply theory to develop change strategies that are adaptive to dynamic and complex environments. Ethics, diversity, sustainability, organizational behavior and human psychology, including learning and motivation, will be used as a basis for addressing contemporary social leadership issues. Students will explore their own personal style of leadership to create solutions for making positive impacts on organizations and society, and identify personal development strategies to help them increase their ability to make such positive impacts.

Course Format
Your participation in class is essential to the learning environment. This is a participatory class and class time will be divided between interactive lectures, large and small group discussions, activities, and possibly field trips. A variety of assessments (tests, writing assignments, projects, and speeches) will be used to measure student learning. Make-ups will be dealt with on a case-by-case basis.
**Teaching Philosophy and Assumptions**

Students learn best when they are personally engaged in the course material. I engage students by creating an environment where students are...

- *Learning material with a practical application and use.*
- *Being challenged to set and attain high expectations for themselves.*
- *Having fun!*

**Textbooks and Materials:**

**Required**

- SJSU notebook and active SJSU library card, for readings and research.
- Internet access to access additional readings

**Expectations**

You can expect me to give you timely and consistent feedback on your learning and mastery of course material, in addition to offering you practical applications of course content. I will be prepared for class and return your work promptly and expect the same of you. I expect you to show respect for every member of class, complete assignments, attend class regularly, participate in class discussions and activities, and seek help when and if you need it.

**Accommodation for Disability**

A variety of learning styles are accommodated, however, if you need additional course adaptations or accommodations because of a disability, have emergency medical information to share with me, or need to make special arrangements in case the building must be evacuated, please see me.
Learning Objectives
The main learning objective for this class is for students to understand and internalize leadership theory and its practical application so as to integrate further learning for congruence through the minor. By the end of this course, students shall be able to identify and analyze the social dimension of society, including leadership and innovation, as a context for human life, the historic and innovative processes of social change and social continuity, the role of human agency in to those social processes, and the forces that engender social cohesion and fragmentation. To Specifically meet the D1 General Education Requirements, students will be able to:

- Place contemporary leadership and innovative developments in cultural, historical, environmental, and special contexts.
- Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them, as they relate to leaders, leadership, and innovation and creativity.
- Evaluate social science information:
  - Human Behavior – students will be able to recognize the interaction of social institutions, culture, innovations, and environment with the behavior of individuals.
  - Comparative Systems, Cultures and Environments – students will be able to compare and contrast leadership and innovation issues between two or more ethnic groups, cultures, regions, nations, or social systems.
  - Social Issues – students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels, and understand the effects of changing (through innovations and leadership) policy and social perspectives.
- Draw on different points of view, and formulate applications/innovations appropriate to contemporary social issues.
- Understand the leadership impact individuals have on organizations and society, and articulate innovative solutions for addressing the issues of ethics, diversity and sustainability in organizations.
- Understand the need for, and articulate a personal vision and mission, as an individual at SJSU and in society, including determining, and demonstrating proficiency in the use of personal strategies for success in college (short-term) and career (long-term).
- Demonstrate an ability to use a variety of innovations and decision tools, including common sense, logic, formulas, as well as articulate the costs and benefits to those decisions in both the long- and short-term.

Assignments
Please note, out-of-class assignments must be typed and are due at the start of class; late assignments are not accepted. Dated, time-stamped assignments delivered to my BT650 mailbox will be accepted; email submissions will not be accepted. I use the following grading scale.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>above 100% A+</td>
<td>89-87% B+</td>
<td>79-77% C+</td>
<td>69-67% D+</td>
<td></td>
</tr>
<tr>
<td>100-95% A</td>
<td>86-83% B</td>
<td>76-73% C</td>
<td>66-63% D</td>
<td>59-0% F</td>
</tr>
<tr>
<td>94-90% A-</td>
<td>82-80% B-</td>
<td>72-70% C-</td>
<td>62-60% D-</td>
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</table>

You can determine your grade by dividing the number of points you have earned, by the number of points available at that time. I do not grade on a curve, nor do I keep a running total of your grades.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class activities &amp; pop quizzes (10)</td>
<td>5 points each (total 50 pts)</td>
</tr>
<tr>
<td>5-minute Impromptu Oral Presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Homework assignments (10)</td>
<td>5 points each (total 50 pts)</td>
</tr>
<tr>
<td>Midterm</td>
<td>25 points</td>
</tr>
<tr>
<td>Assessments (12)</td>
<td>2 points each (total 24 points)</td>
</tr>
<tr>
<td>Personal Leadership Research Paper</td>
<td>20 points</td>
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<tr>
<td>Presentation</td>
<td>10 points</td>
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<tr>
<td>Estrin book review</td>
<td>15 points</td>
</tr>
<tr>
<td>Final</td>
<td>10 points</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>209</strong></td>
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</tbody>
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All class assignments (written and oral) will be graded for: *precision* (clarity, conciseness, completeness, cohesiveness, and correct use of grammar, punctuation and spelling), *demonstration of your understanding* of course content, and your *ability to follow directions*.

**Academic Dishonesty:** Plagiarism (even unintentional) or other types of “cheating” will not be tolerated. Consult the SJSU Catalog “Policy on Academic Dishonesty” for definitions of and repercussions of plagiarism and cheating.

**Coursework Guidelines:** All coursework is comprehensive.

**In-Class Assignments and pop quizzes:** In-class assignments and pop quizzes must be completed during allocated, class-time. They can be written in pen or pencil, on any paper of your choice; “scratching” out, white-out, or other editing marks and arrows are permitted, however, assignments must be legible. Homework assignments must be typed and returned during the following class.

**5-Minute Impromptu Speech:** Impromptu speakers will be randomly chosen. The topic of the speech will be directly related to the activity on that day. Impromptu speeches must be approximately 1-3 minutes. Notes can be used if necessary. *You will be graded on the content of your impromptu, its length, and your speaking style.*

**Midterm & Final:** The midterm and final will be given during class, and will be based upon lectures and discussions. They may incorporate lecture material up to, and including the day of a given exam. All exams are the culmination of the entire semester’s work, lectures, reading, and discussion.

**Leadership Research Paper:** Complete specifications will be provided. This paper is a formal research document, must be 4-6 typed pages, properly cited, and must include library and web-based research, as well as, interview data and personal experience. You will research an organization/society/individual issue and take a position, which includes solutions.

**Innovation Research Paper & Presentation:** Complete specifications will be provided. An abstract will be provided for class members and should be 200 words or less. The presentation will be based on your paper and must include visual aids and a question and answer session.

**Out-of-class experiences:** The two out-of-class experiences will be determined by the class. One experience will be observational in nature, and the other will require active participation. A one-page reflection which includes your personal experience (what you learned, liked or didn’t) and application of course content (how will the experience change your behavior, or develop you as a leader) will be required the class period following each of the experiences.
<table>
<thead>
<tr>
<th>Session</th>
<th>Reading &amp; Activity</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| **Session 1**<br>W Aug 23 | Administration & Expectations  
Relationship of Individual to Organizations  
“Being a Leader”  
“Are you an innovation broker?” | Due: gather course materials  
ICW: What’s leadership/innovation?  
Due: Ch. 1 and assessments  
Due: Ch 4 and assessments  
Due: Winch, et al. reading |
| **Session 2**<br>W Aug 30 | History-Agrarian through Industrialization  
“History of Leadership”  
“Throw the old books away”  
Advances in Technology  
“Innovation & Leadership” | ICW: Who are you?  
Due: Ch 2-3 and assessments  
Due: Gandossy et al.; Mahroum; & Li et al. Readings  
Due: Creativity assessment |
| **Session 3**<br>W Sept 6 | The leader-follower relationship  
“People-based Leadership”  
Small group discussions  
Emphasis on the Followers  
Dysfunctional Leadership  
“ethical dilemmas” | Due: Ch 5 and assessments  
Due: Geller Reading  
ICW: Self-reflection  
Due: Ch 8 and assessments  
ICW: Ethics Scripts |
| **Session 4**<br>W Sept 13 | Trait-Theory  
Trait inventories activity  
“Knowledge Management”  
Leadership Behaviors  “Setting the Tone”  
Leadership Debate – What’s a tempered radicals | ICW: most important traits?  
Due: Ch 9 and assessments  
Due: Bossink & Myerson Readings  
Due: Ch 10 and assessments |
| **Session 5**<br>W Sept 20 | Demands of Innovation on the Leader  
“why executives fail to manage innovation”  
Assessing Innovation Core Competencies  
“A systematic approach and key factors for sustaining innovation growth” | ICW: Leadership innovations  
Due: Timmerman Readings  
Due: Ch 6-7 and assessments  
Due: Trading Cards |
<p>| <strong>Session 6</strong>&lt;br&gt;W Sept 27 | Midterm Activity | Due: LDP draft 1 (midterm) |</p>
<table>
<thead>
<tr>
<th>Session 7</th>
<th>W Oct 4</th>
<th>How do leaders emerge? Situational Leadership “Powerful Narratives for Change” Leadership &amp; Gender Switched role activity</th>
<th>Due: Ch 10 &amp; 13 and assessment ICW: leadership impacts change? Due: Denning Reading ICA: Discuss leadership (gender) Due: Morrison et al. Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 8</td>
<td>W Oct 11</td>
<td>Innovation &amp; Leadership Snapshot “What have we learned to date?” Creativity Theory “Directing Creativity”</td>
<td>Due: Ibbotson et al. Reading ICA: Creativity Creatures Due: Estrin Book Report</td>
</tr>
<tr>
<td>Session 9</td>
<td>W Oct 18</td>
<td>Participative Management “Teaching and learning in organizations” “From the Bottom-up”</td>
<td>ICW: S/W of model Due: Morrison et al. Reading Due: Chapter 11-12 and assessments</td>
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<tr>
<td>Session 11</td>
<td>W Nov 1</td>
<td>Transformation &amp; Charisma “Metaphors for Organizational Change Executive Presence”</td>
<td>ICW: What’s the relationship? Due: Power Example (Find ethical &amp; unethical)</td>
</tr>
<tr>
<td>Session 12</td>
<td>W Nov 8</td>
<td>Decision Making Discuss: Interpersonal Barriers decision-making &amp; Hidden Traps in decision-making</td>
<td>ICW: What kind of leader are you? ICA: Decision-Making</td>
</tr>
<tr>
<td>Session 13</td>
<td>W Nov 15</td>
<td>Social Responsibility “evolving to meet new paradigms”</td>
<td>Due: Find a socially-responsible leader to share with the class. Due: Kanter Reading Due: Development Plan</td>
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<tr>
<td>Holiday 11/22-24</td>
<td></td>
<td>Thanksgiving Break</td>
<td>Enjoy!</td>
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<tr>
<td>Session 14</td>
<td>W Nov 29</td>
<td>Executive Presence</td>
<td>Due: All soft deadline work</td>
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<tr>
<td>Session 15</td>
<td>W Dec 6</td>
<td>Final Exam Presentations</td>
<td>ICA: large-group facilitation</td>
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<tr>
<td>T Dec 12</td>
<td></td>
<td>Dead Day ~ No class</td>
<td>Study!</td>
</tr>
<tr>
<td>Final</td>
<td>W Dec 13 ~ 5:15-7:30pm</td>
<td>Final Exam</td>
<td></td>
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</table>
Course Reading List


