

**San José State University
Department of Anthropology**

**ANTH 134
*Systemic Leadership***

Fall 2014

Contact Information

Instructor:	William J. Reckmeyer, PhD Professor of Leadership & Systems Anthropology
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Office Hours:	Tues @ 3:00-5:45
Class Days/Time:	Tues @ 6:00-8:45
Classroom:	WSQ 004
Prerequisites:	None

Course Website

Electronic copies of course materials such as the syllabus, assignment guidelines and rubrics, supplemental resources, Internet links, and lecture materias can be found on the Canvas website for this course (<https://sjsu.instructure.com/login>). You are responsible for checking this website on a regular basis for occasional updates about all course-related information. Other communications will be handled via SJSU campus email.

Course Description

This is an advanced upper-division seminar for students who are interested in learning more about the theory and practice of leadership in a complex global world. Leadership has been receiving growing attention from scholars and practitioners in recent years, chiefly because it is increasingly recognized as an important life skill for enhancing enlightened citizenship as well as professional success. Leadership is no longer about being in charge or even managing work, however, so much as it is about mobilizing diverse sets of stakeholders to address shared goals. We will engage in a broad multidisciplinary exploration of different approaches to leadership,

primarily focusing on how to use a systems approach for collaboratively developing integrated solutions to complicated challenges that require significant change and innovation in problematic group, organizational, community, and global settings. We will pay particular attention to clarifying the cybernetic nature of leadership as a purposeful endeavor and examining a variety of self-organizing processes that often result in counterproductive change efforts characterized by adverse unintended consequences, despite the best of intentions.

Course Goals and Learning Objectives

Our fundamental purpose in this course is to help participants enhance their competencies as global citizens – people who are both informed about important global issues and engaged in building a better world – by strengthening their leadership abilities to promote collaborative change. Major goals include learning how to integrate critical intellectual and practical aspects of leadership, appreciate multiple perspectives on complicated matters, and exercise effective and responsible leadership to address important concerns.

Course Learning Outcomes (CLOs) provide measurable objectives to achieve these goals. Upon successful completion of this course, students will be able to:

- **CLO #1** – Identify the principal features of our interconnected global world, including a variety of important transnational issues that are posing significant challenges to the future of humanity and the planet as a whole.
- **CLO #2** – Demonstrate a familiarity with the most influential approaches to leadership theory and practice, including emerging trends in the leadership field.
- **CLO #3** – Apply the core knowledge and critical skills of systemic leadership, including cybernetics, to collaboratively and creatively address complex challenges.
- **CLO #4** – Develop personal strategies for continually improving life-long leadership knowledge and skills.

Participants are expected to demonstrate their competencies on each of these CLOs through their performance on specific course activities and assignments during the semester.

Course Resources

Northouse, Peter G. *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks: Sage, 2012. ISBN | 978-145220-3409.

Additional resources (articles, videos, websites, etc) will be also be posted in electronic format to the course site on Canvas throughout the semester to support more targeted learning needs and interests of participants in the course.

Library Liaison

Bernd Becker – Senior Assistant Librarian, MLK Library (bernd.becker@sjsu.edu)

Course Requirements and Assignments

This is an upper-division seminar with a blended mix of in-class and on-line activities that I have created to help us individually and collectively accomplish our learning objectives through a systemic teaching-learning framework that includes the following mix of activities:

- weekly presentations by the course professor and invited guest speakers
- weekly readings/viewings from assigned course resources
- weekly discussions on a variety of assigned topics led by students
- individual or team paper | presentation on a self-selected leadership topic or project
- individual leadership development plan for next 1-3 years
- individual reflective paper to synthesize lessons learned from this course

We will be meeting in WSQ 004, the Anthropology Department's Integrated Anthropology Lab (IAL), which is a state-of-the-art teaching-learning facility that includes a variety of pedagogical technologies (flexible furniture, digital projectors, smart boards, etc) to promote interactive learning and maximize our work together. SJSU classes are designed with the expectation that students will spend approximately an average of 9-10 hours a week for a 3-unit course like this – which includes preparing for class, participating in class sessions, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Grading Policy

The integration of ideas, concepts, and data is of central importance in this course. Students will demonstrate their competency in achieving all of the course goals and learning objectives through their performance on the following 4 assigned components:

- individual or team paper | presentation (20%-40%)
- individual leadership development plan (20%-30%)
- reflective synthesis paper (20%-30%)
- regular and responsible class participation (20%)

I have prepared detailed guidelines for all course assignments, which are available in electronic form on Canvas (the University's Learning Management System) along with all the other course materials. These guidelines provide detailed rubrics and templates for completing the assignments and specify the grading criteria for each one. They have been designed to not only make it easier for students to clearly understand what is expected, but to also make it easier for me to evaluate student learning on a fair and consistent basis.

Graded assignments will be penalized 10% each week they are late unless there are compelling reasons (emergency, illness, work conflict, etc) for not completing them on time. If that occurs, contact me ASAP and I will do my best to help develop a reasonable solution for resolving the situation in a way that is consistent with course standards and fair to other students.

Classroom Protocol

This is an advanced seminar, so I expect students to be actively engaged through the semester. This means attending class on a regular basis, coming prepared for each session's activities, and working with each other as members of small learning groups. If you cannot arrive on time, it is better to come late than not at all – but enter quietly and take a seat. Please turn off or mute all electronic devices unless they are being used for your work in class – especially email, social media, and games since you should be focused when in class.

Completing your weekly assignments and preparing your graded assignments will take time and require consistent attention. Consequently, the ability to manage your time and effort will be instrumental to shaping your success in this course. The blended nature of the course offers many advantages as well as challenges. The most obvious advantage is that it provides you with more flexibility in how you choose to conduct your work, but it can also be challenging if you tend to procrastinate or are not self-disciplined. In addition, it will help to get into the habit of carefully reviewing the syllabus and guidelines for all aspects of the course.

The best advice I can give is that you should develop a regular routine for the entire semester. This means checking in consistently to access the class materials and assignments, setting aside time each week to work on them as well as carving out additional time each week to work in parallel on your policy projects. You are responsible for covering all of the assignments every week. If you miss class, please check with your learning group or other classmates to see what you have missed and make your own arrangements to catch up.

Course Success

Students can enhance their success in this course by familiarizing themselves with all of the course materials and using them to proactively prepare for class sessions and assignments on a timely basis. There are also a number of generic skills that are especially critical for students to master if you want to thrive in college, since we expect you to be more self-disciplined than in high school. The most important skills for this particular course include:

- **Website** – San José State has adopted Canvas as the electronic for its courses. You should quickly learn how to access and navigate Canvas for this course, since all of our course materials and regular communications are available only through this website.
- **Time Management** – There are a lot of competing demands associated with attending college (academic, social, personal, work, financial, commuting, etc) that often make it difficult for students to devote proper attention on their university responsibilities. You should develop the skills and habits needed to effectively manage your time and priorities, which are particularly critical to succeed in blended courses like this.
- **Study Skills** – Academic success involves more than viewing assigned lectures and/or covering assigned readings. Students should develop the skills and habits to focus on really understanding difficult material, which requires the ability to take good notes and synthesize points from the different resources we are using in this course.

When preparing your assignments, it is also important to remember that people who live and work in a global world must be able to communicate successfully with a broad variety of audiences. SJSU students are expected to write well and deliver good presentations, which usually requires several drafts before they are sufficiently polished to be shared with others. You should pay close attention to the guidelines for each assignment and allow sufficient time for preparing and editing before submitting them for credit. Most students find it helpful to seek feedback and suggestions from others (including classmates) to help finalize their work. The University offers assistance for students through group workshops and private consultations at the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>). In addition, you may want to check out the *Everyday Writer* online handbook recommended by the Writing Center (http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016) as well as the *Reading & Writing Strategies* section of the Peer Connections Spartan Success Portal (<http://www.sjsu.edu/getinvolved/leadsuccess/spartansuccess/index.html>).

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about adding and dropping classes, grade forgiveness, etc. General SJSU guidelines can be found on the current semester's Catalog Policies (<http://info.sjsu.edu/static/catalog/policies.html>), deadlines for Adding and Dropping Classes (<http://www.sjsu.edu/calendars/index.html>), and Late Drop Policy (<http://www.sjsu.edu/aars/policies/latedrops/policy/>). Information about latest changes and other news are available at the Advising Hub (<http://www.sjsu.edu/advising/>).

Campus Policy on Consent for Recording and Sharing of Instructor Materials

Common courtesy and professional standards dictate that you notify someone when you are recording him/her. You must obtain the instructor's (or guest speaker's) permission to make audio or video recordings in this class. All recordings are the intellectual property of the instructor (or guest speaker), including any materials that are available on the Canvas website for this course. You have not been given any rights to reproduce or distribute this material. Course materials developed by the instructor (or guest speaker) are the intellectual property of the instructor (or guest speaker), as well, and cannot be shared publicly without his/her written approval. Overall, you may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without formal instructor consent. Such permission allows the recordings and materials to be used for your private study purposes only.

Academic integrity

SJSU expects that all students enrolled in the University, whether on a matriculated or an open university basis, will act in accordance with accepted academic and professional standards for integrity at all times. SJSU's Academic Integrity Policy S07-2 (<http://www.sjsu.edu/senate/S07-2.htm>) requires you to be honest in all your academic course work and faculty members are required to report all infractions to the University's Office of Student Conduct and Ethical

Development (<http://www.sjsu.edu/studentconduct/>), which provides detailed guidance about what constitutes such infractions. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.

In this course, all assignments are to be completed by individual students unless I have specified otherwise. Sometimes it is tempting to copy or use other people's points (from the Internet, articles, books, magazines, lectures, other student papers, etc) and incorporate them into your own work. As a result, it is important to give proper credit to those sources. If this is not done in accordance with recognized scholarly and/or professional methods for citation, then you are passing their ideas and words off as your own work. This is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment and may lead to dismissal from the course and possibly the University. If you would like to include work from another course in your assignment(s) for this course, or plan to submit work in this course for another one, please note that SJSU's Academic Integrity Policy S07-2 requires approval from the instructors in all of the courses.

Campus Policy in Compliance with the American Disabilities Act

SJSU also recognizes that some students may require special accommodations to participate in a particular course. If any student in this course needs such assistance and/or would like to share emergency medical information, please contact us so we can decide how to proceed. Presidential Directive 97-03 (http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities register at the SJSU Accessible Education Center (<http://www.sjsu.edu/drc/> or 408-924-6000) to establish a record of their disability so they can utilize the University's resources.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department or college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders; VHS and Beta videotape players; 16 mm, slide, overhead, DVD, CD, and audiotape players; sound systems; wireless microphones; projection screens; and computer monitors.

Peer Connections

Peer Connections (<http://peerconnections.sjsu.edu>) is SJSU's new campus-wide resource for mentoring and tutoring. Its staff focuses on inspiring students to develop their potential as independent learners while they learn to successfully navigate the university experience. Students are encouraged to take advantage of services that include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, Peer Connections also provides consultation with mentors on a drop-in or by appointment basis. It also offers workshops on a wide variety of topics – including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. There is also a computer lab that is available for student use in Room 600 of the Student Services Center (SSC). Peer Connections is located in SSC 600 (the 10th Street Garage on the corner of 10th and San Fernando St.), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall | Suite 126. All Writing Specialists have gone through a rigorous hiring process and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or learn more about the numerous online resources offered by the SJSU Writing Center, visit its (<http://www.sjsu.edu/writingcenter>).

Departmental Goals

Learn about the goals of the Anthropology Department and how it can benefit your education.

Goals | <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

Here are some of the basic university policies that students must follow:

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

- Catalog Policies | <http://info.sjsu.edu/static/catalog/policies.html>
- Add/Drop Deadlines | http://www.sjsu.edu/provost/services/academic_calendars/
- Late Drop Policy | <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

- University Policy S12-7 | <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

- University Academic Integrity Policy S07-2 | <http://www.sjsu.edu/senate/docs/S07-2.pdf>
- Student Conduct & Ethical Development Website | <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

- Presidential Directive 97-03 | http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf
- Accessible Education Center | <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically – Just look here.

- Academic Success Center Website | <http://www.sjsu.edu/at/asc/>
- Peer Connections Website | <http://peerconnections.sjsu.edu>
- Writing Center Website | <http://www.sjsu.edu/writingcenter>
- Counseling Services Website | <http://www.sjsu.edu/counseling>

ANTH 134

Systemic Leadership

Fall 2014

This schedule is subject to change with fair notice, as announced on the course website

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26/14	<p>COURSE INTRODUCTION</p> <p>Weekly Preparations (Complete before 8/26)</p> <ul style="list-style-type: none"> ✓ Read <i>Course Welcome Guide</i> ✓ Read <i>Course Syllabus</i> <p>Class Preparations (Complete by 8/26)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Class Presentation (Reckmeyer) PPT <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
2	9/2/14	<p>COURSE OVERVIEW</p> <p>Weekly Preparations (Complete before 9/2)</p> <ul style="list-style-type: none"> ✓ Familiarize yourself with Canvas website & Course Materials ✓ Review <i>Leadership: Theory & Practice</i> Northouse (Course Text) ✓ View <i>Educating Global Citizens</i> (Reckmeyer) TEDx Talk <p>Class Preparations (Complete by 9/2)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation (Reckmeyer) PPT <p>Assignments (Submit by 9/5 @ 11:59 PM)</p> <ul style="list-style-type: none"> ✓ <i>Global Citizenship Survey</i> Pre-Course

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/9/14	LEADERSHIP PARADIGMS Weekly Preparation (Complete before 9/9) ✓ Read <i>Leadership</i> “Introduction” ✓ View <i>Mindwalk</i> (Capra) Video Class Preparation (Complete by 9/9) ✓ Review Class Agenda ✓ Review & Print Presentation (Reckmeyer) PPT ✓ Review Gantt Chart form for Individual Learning Contract Assignments (Submit by 9/12 @ 11:59) ✓ Learning Teams Members

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/16/14	LEADERSHIP SYSTEMS Weekly Preparation (Complete before 9/16) ✓ Read <i>Systems 1 Systems Thinking</i> (Kauffman) ✓ Review <i>Habits of Systemics Thinker</i> (Waters Foundation) ✓ Review <i>17 Practices of Systems Thinking</i> (Richmond) ✓ Explore <i>Thinking About Systems</i> (Website) Class Preparation (Complete by 9/16) ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) ✓ Review Gantt Chart form for Individual Learning Contract Assignments ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/23/14	<p>LEADERSHIP CYBERNETICS</p> <p>Weekly Preparation (Complete before 9/23)</p> <ul style="list-style-type: none"> ✓ View <i>Story of Stuff</i> (Leonard) ✓ Read <i>From Mechanistic to Social Systemic Thinking</i> (Ackoff) ✓ Explore <i>Systems Archetypes</i> (Braun) ✓ Explore <i>Complexity Sciences Map</i> (Castellani) <p>Class Preparation (Complete by 9/23)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments (Submit by 9/26 @ 11:59 PM)</p> <ul style="list-style-type: none"> ✓ Individual Learning Contracts

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/30/14	<p>TINKERTOY WORLD SIMULATION</p> <p>Weekly Preparation (Complete by 9/30)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Team Leadership” ✓ Read <i>Systems Thinking Approach</i> (Haines) <p>Class Preparation (Complete by 9/30)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Be Ready to Participate in Simulation <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/7/14	<p>LEADERSHIP CHANGE</p> <p>Weekly Preparation (Complete before 10/7)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Path-Goal Theory” ✓ Read <i>Leadership</i> “Skills Approach” ✓ Read <i>The Leadership Role</i> (Gandz) ✓ View <i>Leading Positive Change</i> (Kantor) ✓ Explore <i>Turning Goals Into Results</i> (Collins) <p>Class Preparation (Complete by 10/7)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/14/14	<p>LEADERSHIP PERSONAL</p> <p>Weekly Preparation (Complete before 10/14)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Trait Approach” ✓ Read <i>Leadership</i> “Psychodynamic Approach” ✓ Read <i>Leadership</i> “Style Approach” ✓ Explore <i>What Makes a Leader</i> (Goleman) ✓ Explore <i>Leaders Need High Emotional IQ to Succeed</i> (George) Video <p>Class Preparation (Complete by 10/14)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) ✓ Complete On-Line <i>Personality Profile</i> (16 Personalities) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/21/14	<p>LEADERSHIP DIVERSITY</p> <p>Weekly Preparation (Complete before 10/21)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Culture & Leadership” ✓ Read <i>Leadership</i> “Women & Leadership” ✓ Explore <i>What Do Leaders Need to Know About Diversity</i> (Yale) ✓ Explore <i>Leading Diverse Teams</i> (Saylor) <p>Class Preparation (Complete by 10/21)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments (Submit by 10/21 @ 11:59)</p> <ul style="list-style-type: none"> ✓ Project Paper Presentation or Leadership Development Plan

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/28/14	<p>LEADERSHIP POWER</p> <p>Weekly Preparation (Complete before 10/28)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Leader-Member Exchange Theory” ✓ Read <i>Leadership</i> “Servant Leadership” ✓ Read <i>Why Great Followers Make the Best Leaders</i> (Musselwhite) ✓ View <i>Soft Power Leadership</i> (Nye) ✓ View <i>Hard Power Leadership</i> (Nye) ✓ Explore <i>Soft Power, Hard Power, and Leadership</i> (Nye) ✓ Explore <i>Managing Your Boss</i> (Gabarro & Kotter) <p>Class Preparation (Complete by 10/28)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
11	11/4/14	<p>LEADERSHIP COLLABORATIVE CHANGE</p> <p>Weekly Preparation (Complete before 11/4)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Situational Approach” ✓ Read <i>Leadership</i> “Contingency Theory” ✓ Read <i>Leverage Points</i> (Meadows) ✓ Read <i>Choosing Strategies for Change</i> (Kotter & Schlesinger) ✓ Explore <i>Emotional Intelligence of Teams</i> (Druskat & Wolff) ✓ Explore <i>8 Ways to Build Collaborative Teams</i> (Gratton & Erickson) ✓ Explore <i>Conducting Effective Meetings</i> (Pepper) ✓ Explore <i>Pearls of Wisdom Facilitation</i> (Haines) <p>Class Preparation (Complete by 11/4)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/11/14	<p>META-SYSTEMIC LEADERSHIP</p> <p>Weekly Preparation (Complete before 11/11)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Authentic Leadership” ✓ Explore <i>50 Tips for Leaders</i> (Haines) ✓ Explore <i>Managing Leadership From a Systemic Perspective</i> (Tate) <p>Class Preparation (Complete by 11/11)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/18/14	LEADERSHIP ETHICS Weekly Preparation (Complete before 11/18) ✓ Read <i>Leadership</i> “Leadership Ethics” ✓ View <i>Bad Leadership</i> (Kellerman) ✓ Explore <i>Ethical Leadership</i> <i>Core Values Assessment</i> (Grace) Class Preparation (Complete by 11/18) ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) Assignments (Submit by 11/18 @ 11:59) ✓ Project Paper Presentation or Leadership Development Plan

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/25/14	CALIFORNIA LEVEES ROUNDTABLE CASE STUDY Weekly Preparation (Complete before 11/25) ✓ Review <i>CA Levees Roundtable</i> <i>Framework Summary</i> Class Preparation (Complete by 11/25) ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) Assignments ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
15	12/2/14	<p>LEADERSHIP GLOBAL</p> <p>Weekly Preparation (Complete before 12/2)</p> <ul style="list-style-type: none"> ✓ Read <i>Leadership</i> “Transformational Leadership” ✓ Read <i>What is Global Leadership</i> (Osland) ✓ Explore <i>Leading in a Complex World</i> (Pegasus) <p>Class Preparation (Complete by 12/2)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/9/14	<p>COURSE SYNTHESIS</p> <p>Weekly Preparation (Complete before 12/9)</p> <ul style="list-style-type: none"> ✓ Review <i>Leadership Theories</i> (Abolrous) ✓ Read <i>Transforming the Systems Movement</i> (Ackoff) ✓ Read <i>End of Leadership – Redux</i> (Kellerman) ✓ Explore <i>7 Habits of Unsuccessful Leaders</i> (Finkelstein) ✓ Explore <i>Center for Systemic Leadership</i> website <p>Class Preparation (Complete by 12/9)</p> <ul style="list-style-type: none"> ✓ Review Class Agenda ✓ Review & Print Presentation Reckmeyer (PPT) <p>Assignments</p> <ul style="list-style-type: none"> ✓ Nothing Due

Week	Date	Topics, Readings, Assignments, Deadlines
17	12/16/14	FINAL EXAM PERIOD Assignments (Submit by 12/16 @ 11:59 PM) ✓ Reflective Synthesis Paper