



Fall 2018

Introduction to Leadership & Innovation

48040(64) Wednesdays (6-8:45pm) BBC226

Instructor

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Canvas: see faculty webpage for login instructions

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

📖 Northouse, Peter G 2018. *Introduction to Leadership Concepts and Practice*. Thousand Oaks, CA: Sage. ISBN: 978-1-5063-3008-2 (pbk.)

📖 Estrin, Judy. 2009. *Closing the Innovation Gap: Reigniting the Spark of Creativity in a Global Economy, 1st ed.* Iowa: McGraw-Hill. ISBN: 13-978-00714-9987-3.

📖 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.

| Excellent | | Above Average | | Satisfactory | | Below Average | | Unsatisfactory | |
|------------|----|---------------|----|--------------|----|---------------|----|----------------|---|
| above 100% | A+ | 89-87% | B+ | 79-77% | C+ | 69-67% | D+ | | |
| 100-95% | A | 86-83% | B | 76-73% | C | 66-63% | D | 59-0% | F |
| 94-90% | A- | 82-80% | B- | 72-70% | C- | 62-60% | D- | | |

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.

| Assignment | Point Value |
|--------------------------------------|---------------------------------|
| Class activities & pop quizzes (10) | 5 points each (total 50 pts) |
| 5-minute Impromptu Oral Presentation | 5 points |
| Homework assignments (10) | 5 points each (total 50 pts) |
| Midterm | 25 points |
| Assessments (12) | 2 points each (total 24 points) |
| Personal Leadership Research Paper | 20 points |
| Presentation | 10 points |
| Estrin book review | 15 points |
| Final | 10 points |
| Total Points Possible | 209 |

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.

Bus 16 Reading & Activity Schedule



| Session | Reading & Activity | Assignment |
|-------------------------------------|---|--|
| Session 1 W Aug 22 | Administration & Expectations Relationship of Individual to Organizations <i>"Being a Leader"</i> Your Relationship to SJSU <i>"Are you an innovation broker?"</i> | 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 W Aug 29 | History-Agrarian through Industrialization <i>"History of Leadership"</i> <i>"Throw the old books away"</i> Advances in Technology <i>"Innovation & Leadership"</i> | ICW: Who are you? Due: Ch 2-3 and assessments Due: Gandossy et al.; Mahroum; & Li et al. Readings Due: Creativity assessment |
| Session 3 W Sep 5 | The leader-follower relationship <i>"People-based Leadership"</i> 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 W Sep 12 | Trait-Theory Trait inventories activity <i>"Knowledge Management"</i> Leadership Behaviors <i>"Setting the Tone"</i> Leadership Debate – <i>What's a tempered radicals</i> | ICW: most important traits? Due: Ch 9 and assessments Due: Bossink & Myerson Readings Due: Ch 10 and assessments |
| Session 5 W Sep 19 | Demands of Innovation on the Leader <i>"why executives fail to manage innovation"</i> Assessing Innovation Core Competencies <i>"A systematic approach and key factors for sustaining innovation growth"</i> | ICW: Leadership innovations Due: Timmerman Readings Due: Ch 6-7 and assessments Due: Trading Cards |
| Session 6 W Sep 26 | Midterm Activity | Due: LDP draft 1 (midterm) |

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|-------------------------------|---|--|
| Session 7 W Oct 3 | How do leaders emerge? Situational Leadership <i>"Powerful Narratives for Change"</i> Leadership & Gender Switched role activity | Due: Ch 10 & 13 and assessment ICW: leadership impacts change? Due: Denning Reading ICA: Discuss leadership (gender) Due: Morrison et al. Reading |
| Session 8 W Oct 10 | Innovation & Leadership Snapshot <i>"What have we learned to date?"</i> Creativity Theory <i>"Directing Creativity"</i> | Due: Ibbotson et al. Reading ICA: Creativity Creatures Due: Estrin Book Report |
| Session 9 W Oct 17 | Participative Management <i>"Teaching and learning in organizations"</i> <i>"From the Bottom-up"</i> | ICW: S/W of model Due: Steinheider et al. Reading Due: Chapter 11-12 and assessments |
| Session 10 W Oct 24 | Cross-cultural Leadership Wampanoag Model Substitutes, Neutralizers, Enhancers | ICA: indigenous model |
| Session 11 W Oct 31 | Transformation & Charisma <i>"Metaphors for Organizational Change"</i> Executive Presence | ICW: What's the relationship? Due: Power Example (Find ethical & unethical) |
| Session 12 W Nov 7 | Decision Making Discuss: Interpersonal Barriers decision-making & Hidden Traps in decision-making | ICW: What kind of leader are you? ICA: Decision-Making |
| Session 13 W Nov 14 | Social Responsibility "evolving to meet new paradigms" | Due: Find a socially-responsible leader to share with the class. Due: Kanter Reading Due: Development Plan |
| Session 14 W Nov 28 | Executive Presence | Due: All soft deadline work |
| Session 15 W Dec 5 | Presentations | |
| T May 11 | Dead Day ~ No class | Study! |
| Final | W Dec 12 ~ 5:15-7:30pm | Final Exam |

Course Reading List

- Bossink, Bart. 2007. Leadership for Sustainable Innovation. *International Journal of Technology Management and Sustainable Development*. Vol. 6, No. 2, 2007.
- Christensen, C.; Raynor, M.; Anthony, S. 2003. The Innovator's Solution: Creating and Sustaining Successful Growth. Boston: Harvard Business School Press.
- Dannemiller Tyson Associates. 2001. Whole-scale Change: Unleashing the Magic in Organizations. San Francisco: Berrett-Koehler Publishers.
- Denning, S. 2008. How leaders can use powerful narratives as change agents. *Strategy and Leadership*. Vol. 36, No. 2, 2008.
- Gandossy, R., Guarnieri, R. 2008. Can you measure leadership? *MIT Sloan Management Review*. Vol. 50, No. 1, Fall 2008.
- Geller, S. 2008. People-Based Leadership: Enriching a work culture for world-class safety. *Professional Safety*. March 2008.
- Ibbotson, P., Darso, L. 2008. Directing Creativity: The art and craft of creative leadership. *Journal of Management and Organization*. Vol. 14, No. 5, Nov. 2008.
- Kanter, R. 2001. Evolve! Succeeding in the Digital Culture of Tomorrow. Boston: Harvard Business School Press. P334-355.
- Li, Y., Wang, J., Li, X., Zhao, W. 2007. Design creativity in product innovation. *International Journal of Manufacturing Technology*. Vol 33, May 2007.
- Mahroum, S. 2008. Innovation Policy: Throw the old books away. *Innovation*. Vol.8, No. 2, 2008.
- Morrison, J., Oladunjoye, G., Rose, D. 2008. Significance of leadership style and gender upon adeptness for engaging in organizational innovative initiatives. *The Business Review*. Vol.9, No.2. Summer 2008.
- Myerson, D. 2001. Radical Change, The Quiet Way. Boston: HBR p92-100
- Steinheider, B., Wuestewald, T. 2008. From the bottom-up: sharing leadership in a police agency. *Police Practice and Research*. Vol.9, No. 2, May 2008.
- Strategic Direction*. Innovation and Leadership. Vol. 24, No. 5, 2008.
- Timmerman, J. 2009. A systematic approach for making innovation a core competency. *The Journal for Quality and Participation*. Jan. 2009.
- Winch, G., Courtney, R. 2007. The organization of innovation brokers: An international review. *Technology Analysis & Strategic Management*. Vol.19, No. 6, Nov. 2007.