



BUS165B ~ Fall 2018

Global Leadership & Innovation Practicum

TBA (Office Hours and/or By Appointment)

Instructor

Rolanda P. Farrington Pollard, Ph.D.

Office: BT664

Office Hours: M 1:45-2:45pm; W 3-5pm 2/26-4/16

Email: Rolanda.Pollard@sjsu.edu

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

Globalization, changes in the environment, combined with breakthroughs in information and communications technologies, have led to revolutionary changes in the leadership needs of organizations. Managing multi-cultural and organization-wide structural and cultural changes leading to designs that enhance organizational effectiveness amidst such revolutionary change is the most significant challenge facing today's organizations.

This course is a project-based capstone course for the Interdisciplinary Minor in Global Leadership and Innovation and will explore characteristics of leaders and behavioral models of leadership in order to understand the art and science of leadership in the 21st century. The course will utilize new and seminal leadership theory in the personal development of each student's authentic leadership persona and skill development, with a focus on application of leadership theory previously learned in the minor. Students will lead a project and participate as part of a multi-cultural peer-level advisory group. The course will require that students apply theory gained from previous courses and demonstrate leadership skills in a change-management setting.

Please Note: This is an experiential learning course, which requires teamwork, class participation, application and assessment of actual change management and leadership skills, and out of class work. The work will challenge you, but the payoffs will be great!

Course Format

This is a participatory class and class time will be divided between large and small group discussions, leadership and change activities, individual and small group mentoring and

advising sessions, and field work. A variety of methods (self-reflections, 360 degree feedback, content and/or program assessment, and speeches) will be used to measure student learning.

Textbooks and Materials: Required

- 📖 Palmer, I., Dunford, R. and Akin, G. (2009) *Managing Organizational Change*, 3rd ed. Boston: McGraw-Hill. ISBN: 10: 0-07-340499-8.
- 📖 Friga, P. (2009) *The McKinsey Engagement*. Boston: McGraw-Hill. ISBN: 978-0-07-149741-1.
- 📖 You must have a project and project site chosen and approved by the start of class.
- 📖 SJSU notebook and active SJSU library card.
- 📖 Varkey, P.; Hernandez, J.; Schwenk, N. (2009) “6 Techniques for Creative Problem Solving.” PEJ: May-June

Supplemental

- 📖 Love, A. and Cugnon, M. (2009) *The Purpose Linked Organization*. Boston: McGraw-Hill. ISBN: 978-0-07-162470-1.
- 📖 Clawson, James G. © 2006. *Level Three Leadership: Getting Below the Surface, Third Edition*. Pearson/Prentice Hall.
- 📖 Black, J. Stewart & Gregersen, Hal B. © 2003. *Leading Strategic Change: Breaking Through the Brain Barrier*. Pearson/Prentice Hall.

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:

By the end of this course, students will be expected to ***understand the theories and choices of organizational leadership development, both personally and in the development of others as part of multicultural teams AND be able to apply theory in effective interventions.*** Specifically, students will be able to:

📖 Change Management in Global Settings:

- *Articulate a vision and motivate others to strive toward it.
- *Demonstrate managerial courage.
- *Identify multiple, viable paths to a goal, and understand the diverse situations each path will be most effective.
- *Prevent, reduce, and/or manage conflict, including intercultural.
- *Design and implement effective change strategies.

📖 Innovation

- *Demonstrate skill in developing creative processes to manage a project.
- *Identify and utilize appropriate technologies to achieve goals.
- *Understand the socio-technical system, and apply relevant theory.

📖 Multi-cultural Team Project Management

- *Assess and analyze leadership behaviors in a variety of situations and within diverse multi-cultural groups.
- *Acquire, recognize and practice a varied range of effective leadership skills and behaviors, appropriate to global settings.
- *Mentor and develop others in subordinate and peer roles.
- *Understand ones effect on others and develop a personal leadership development plan.

📖 Project Management

- *Understand and plan for short and long-term goals and contingencies.
- *Assess progress and change outcomes.
- *Demonstrate an ability to work individually, and in small and large, diverse groups.

Assumptions: The design of this course was based on several assumptions

- 📖 Leadership of others starts with self-leadership ~ Lead by example
- 📖 Every individual has the ability to be an effective leader ~ Leadership is a choice
- 📖 There is too much information to fully understand leadership ~ Find what works
- 📖 Effective leaders are attentive to both human and business facets of organizations
- 📖 Students learn best when the topic is **practical**, and the learning environment is **engaging, challenging and fun.**

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. **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.

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-	

Assignment	Point Value
Capstone Practicum Project Project Proposal Brainstorming Creative Solutions Implementation Plan Contingency Plan Assessment Plan	10 points each (total 50 pts)
5-minute Impromptu Oral Presentation	10 points
Midterm Project Progress Report	20 points
360 degree feedback (project)	15 points
Peer Advisory Panel (4 meetings) - Agendas	5 points each (total 20)
Subordinate meeting (8 meetings) - Agendas	5 points each (total 40)
Project Presentation	15 points
Total Points Possible	170

Coursework Guidelines:

Capstone Project: You will turn in a report (in phases) on the leadership and innovation project you lead, including: proposal of the project and project goals; brainstorming activity demonstrating comprehensive analysis of project needs and creative solutions; implementation plan outlining tasks/timelines to complete; contingency plan demonstrating long and short-term, intended and unintended consequences/problems have been considered and/or prevented; assessment plan determining how well the project meets stated project goals and stakeholder expectations. Planning, real-time management, and actual results will be part of your project grade.

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, its length, and your speaking style.*

Midterm Project Progress Report: You will assess your progress to date with regard to your personal performance leading the project, managing the expectations of stakeholders, and performing the task and processes that are required. The progress report should include a section on your personal learning and development, and assessment of personal and project needs going forward.

360 Degree Feedback: You will use a 360 degree review instrument (existing or created) to gather information on your own performance as perceived by all stakeholders in your project, including project participants, advisory council, domain expert, and instructor.

Peer Advisory Panel: You will participate as part of a peer, advisory council to support a classmate's project. You will earn up to 15 points by attending and adding value to each of the three panel discussions you attend, and up to 5 points for leading one of your own panel discussions.

Project Presentation: You will present your project to the class and perhaps a stakeholder group, explaining what you did, how you assessed performance, results of the project, and follow-up or next step recommendations.

Global Leadership & Innovation Practicum Reading & Activity Schedule



Session	Reading & Activity	Assignment
Session 1	Administration & Expectations	Due: Project Approval Due: Project Proposal Pitch HW: <i>Change</i> , ch. 1 & 3-5 <i>Engagement</i> , p223-231
Session 2	Setting Smart Goals & Star of Success Model for project and working with diverse teams and peer groups	ICW: Apply the SMART goals model to your first project meeting HW: <i>Change</i> , ch. 2 <i>Engagement</i> , chs. 6-8.
Session 3	Brainstorming	Due: Project Proposal, draft 1
Session 4	Stakeholder Analysis	ICW: Who are you? Due: Brainstorming Solutions HW: <i>Change</i> , chs. 10-11 <i>Engagement</i> , Chs. 1 & 3-4
Session 5	Role identification – task v. process “How do quick wins & local innovations facilitate systematic change?”	HW: <i>Change</i> , ch. 9 <i>Engagement</i> , Ch. 2 & 5
Session 6	Visioning	ICW: Advisory Panel Goals
Session 7	Motivation & Leading Innovation Teams Small group follow-ups on expectations	Due: Project Proposal HW: What do you need to know
Session 8	Research Session Learning = Creativity	HW: <i>Change</i> , ch. 7-8 <i>Engagement</i> , ch. 9
Session 9	Individual one-on-ones	Due: Implementation Plan, draft 1 HW: Create agenda for panel
Session 10	Peer Advisory Panels	HW: panel minutes
Session 11	Situational Leadership & Contingency Plans Identify what’s not working & adjust the plan	ICW: Stakeholder Analysis HW: <i>Change</i> , ch. 6
Session 12	Shared & Team Leadership Who’s emerging as leader & how manage?	Due: Assessment Plan, draft 1
Session 13	Project Assessment design	HW: find/create tools for 360 HW: 360 degree review list
Session 14	Implementation Issues	ICW: How have you altered leadership to a situation? HW: Agenda for advisory panel
Session 15	Peer Advisory Panel	HW: panel minutes

Session 16	Multicultural Leadership Issues Stereotypes and assumptions in action	Due: Implementation Plan
Session 17	Conflict Negotiation & Managerial Courage	Due: Assessment Plan
Session 18	Midterm Project Progress Report Presentations of progress	Due: Project Progress Report HW: gather supplies
Session 19	Midterm Celebration	Enjoy!
Session 20	One-on-one Sessions Mentoring Sessions	ICW: SW/OT analysis
Session 21	Using Innovative Leadership models and processes	ICW: Out-of-the-box thinking
Session 22	Change & Innovations Breaking the status quo	HW: Agenda for advisory panel
Session 23	Peer Advisory Panel	HW: panel minutes
Session 24	One-on-one Sessions	
Session 25	Developing Executive Presence	ICW: Discuss Value-Add of leadership
Session 26	Assessing Decision Making <i>"Why decisions fail"</i>	ICW: How can you improve decision-making? Due: Nutt Reading HW: 360 degree feedback results
Break	Holiday	No Class ~ Enjoy!
Session 27	Ethical & Values-based leadership	ICW: What kind of leader are you, how do followers perceive your integrity, & how do you know?
Session 28	Multicultural Project Team Debriefs	Due: 360 degree feedback report
Session 29	Project Presentations	Due: Final Project Results
Session 30	Project Presentations (con't)	Due: Final Project Results
	Dead Day	No classes
Final	Final & Final Celebration	TBA



Global Leadership & Innovation Practicum

Project Guidelines

The goal of this project is to allow you an opportunity to demonstrate the full range of your leadership skills, by enacting change in a real situation. By the first day of class, you should have an approved project in mind, with approval from the site or organization stakeholder and your instructor, and have the support of a domain expert.

Your project should meet the following requirements:

- You should have access and contacts to the site and/or organization.
- The organization must have BOTH a need and a willingness to change.
- You should be passionate about the organization, change, and/or cause.
- You must complete all leadership components and phases of the change, although you can delegate tasks, if appropriate.
- You must be able to get feedback from participants on your performance.
- There must be a viable role for your peer advisory group.

You should create a project outline to present on the first day of class:

- ? Why did you choose this site and/or organization?
- ? What needs to be changed and how do you know?
- ? What do you want to accomplish? In other words, what is your vision?
- ? What are the tasks you will need to complete and/or facilitate?
- ? Why do you think this is a viable project with regard to resources, timeline and your personal expertise?
- ? What do you envision to be problems during the project?
- ? Who is your domain expert?

Deliverables:

- Project Proposal: completed in two drafts (10 points)
- Brainstorming Creative Solutions: completed in two drafts (10 points)
- Implementation Plan: completed in two drafts (10 points)
- Contingency Plan: completed in two drafts (10 points)
- Assessment Plan: completed in two drafts (10 points)
- Midterm Project Progress Report: (20 points)
- 360 degree feedback: (15 points)
- Project Presentation: (15 points)

This Project will require many levels of analysis; in other words, you will assess individual and group, ideas and progress, at every stage. The following models should serve as a starting place for your analysis, although you are encouraged to find or create more appropriate and/or additional models, as you progress through your project. Your first proposal should demonstrate you have thought about your project at least this level.

Diagnosing Structural Dilemmas in Organizations

Bolman, L.G. & Deal, T.E. 2003. *Reframing Organizations*, 3rd ed. SF: Jossey-Bass.

How Boundaryless is Your Organization?

How Healthy is Your Organization's Hierarchy?

Askenas, R., Ulrich, D., Jick, T., Kerr, S. 1995. *The Boundaryless Organization*. SF: Jossey Bass.

Assess Organizational Readiness for Change

Stewart, T.A. 1996. Rate Your Readiness for Change. *Fortune*. April 23, p8-10.

Do You Have Support For Change?

Maurer, R. 1996. *Beyond the Wall of Resistance*. Austin: Bard Books.

How Reconfigurable in Your Organization?

Galbraith, et al. 2002. AMACON

SW/OT Analysis

Stakeholder Analysis

Pollard, R. 2009. Course Materials.

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.