

**MBA 514: Leadership, Influence, and  
Currency of Trust**

**SCHOOL OF BUSINESS AND MANAGEMENT**

3 Credits

Effective Date (Fall/2021)

List any Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

# Faculty Information

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## Contact Information

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

## Course Description

This class guides students through the process of designing their personalized leadership paradigm, focusing on practical skills and valuable attributes that will maximize leadership success. The framework for this class takes a design process approach to leadership in a mindfully engaging manner, which consists of five major design dimensions and challenges. These include (1) design self, (2) design relationships, (3) design others' success and collective innovation, (4) design culture, and (5) design the future. The design process approach follows the philosophy that each key dimension of the leadership paradigm can be purposefully planned and developed. In the major taxonomy of designing relationships, significant emphasis is placed on analyzing a leader's influence in parallel with the concept of currency of trust.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

After completion of this course learners will be able to:

- Identify and analyze proper applications for leadership influence and currency of trust to enhance leader-member relationships.

- Devise a change strategy for implementation.
- Design generative contexts to cultivate and improve organizational members' innovation capabilities.
- Design and develop a personalized leadership model.
- Assess and analyze the effectiveness of a leadership model in relation to an organizational system and its building blocks.

## **Additional Information**

### **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Perceptions of leaders and leadership
- Leadership capacity
- Values and ethical actions
- Design thinking and brain leading
- Decision-making
- Influence, power, and motivation
- Currency of trust
- Creativity, innovation, problem-solving, and idea generating
- Leading teams and change
- Designing organizational culture
- Entrepreneurial leadership
- Systems and sustainability

## **Grading Scale**

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Instructor Determined Assignments and Activities	20%
Mini-Case Studies (2)	50%
Design and Develop a Personalized Leadership Model	30%
<b>TOTAL</b>	<b>100%</b>

# Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how each assignment will be graded.

## **Instructor Determined Activities (Weekly Discussions)**

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. Your instructor may also choose to create additional activities to support learning in the classroom or online.

<b>Components</b>	<b>% of Grade</b>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
<b>TOTAL</b>	<b>100%</b>

## **Mini-Case Studies (2)**

Students will complete two (2) mini-cases throughout the quarter. The cases are designed to encourage students to apply analytical concepts and frameworks to organizational scenarios and develop relevant solutions and/or action plans. These concepts and frameworks reside within the five primary dimensions of the leadership paradigm that informs the overall course structure: (1) design self, (2) design relationships, (3) design others' success and collective innovation, (4) design culture, and (5) design the future. While a different case will be utilized each quarter, each case will require students to apply course concepts and frameworks within the leadership paradigm. **Specific instructions and set of requirements (e.g., format, references, and page count) will be included in the description of each case.**

<b>Components</b>	<b>% of Grade</b>
Case Analysis	30%
Application of Leadership Concepts, Models, and Frameworks	30%
Recommendations	25%
Technical Requirements	10%
Citations	5%
<b>TOTAL</b>	<b>100%</b>

## **Design and Develop a Personalized Leadership Model**

This project consists of two (2) key components: (1) A detailed description and analysis of the leadership model (paper) and (2) a presentation. For this assignment, students will design a personalized and practical leadership model that they could apply and benefit from within their

current or future workplace. The outline below should be followed to guide the design and development process for the leadership model. Each primary section of the outline represents a major knowledge area that is discussed throughout the course. Students should carefully refer to each knowledge area to identify relevant concepts and utilize these to inform and guide their model design and development.

- **A detailed description of the work environment:** The effectiveness and applicability of the leadership model will depend on how well its design captures the unique dynamics and components of the selected organizational system. In this section, students will provide a detailed description of the company of interest to shed light upon its nature and dynamics, key building blocks (e.g., structure, systems, employees, culture, types of strategy, etc.), major needs, and overall position within the market.
- **Design self:** This dimension and building block of the leadership model should reflect how the student can design themselves as a leader. Practical approaches should be offered that enable the leader to consistently evolve their perceptions and leadership capacity, and to make and promote ethical decision-making.
- **Design relationships:** This section should entail effective methods, tools, and/or techniques that help a leader design her/his relationship with others. Emphasis should be placed on decision-making, influence, and currency of trust.
- **Design others' success and collective innovation:** This component of the leadership model should offer practical solutions and methods for facilitating creativity, problem-solving, idea generating, collective innovation, and managing organizational change.
- **Design culture and community:** This section should shed light upon practical dimensions of the designer's plan and solution for designing an effective and evolving culture as well as a general framework for leading teams.
- **Design the future:** This component of the model should offer solutions for creating a culture of innovation and an evolving organizational system that is able to respond and adapt to emerging trends and fluctuating demands.
- **Justifying the model's effectiveness:** In this concluding segment, students should utilize a systems' thinking approach to justify the effectiveness of their proposed leadership model. Specifically, students should examine the interconnections, interdependencies, and the degree of synergy among the five (5) design dimensions of the model in relation to the firm of interest. The discussion should answer the question, "How will the individual design components interact and complement one another as a whole to facilitate the emergence of an effective and evolving leadership paradigm for the selected company (i.e., organizational system)?"

This paper will be 8-12 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of ten (10) sources referenced and cited. In addition, students will present their key findings and outputs for each of the five design components. This presentation should consist of 15-20 slides (15-20 minutes with Q&A) including a cover page, an agenda slide, and references. Online students will record and submit a narrated presentation. Students who attend class in person will be required to present their research and analysis live to their peers and the instructor. APA writing conventions should be followed for the presentation

<b>Components</b>	<b>% of Grade</b>
Description of the Work Environment	10%
Leadership Framework	35%
Justification	15%
Presentation	20%
Technical Requirements	10%
Citations	10%
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful

Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking**

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request your user name and password.