

**Syllabus**

**SCHOOL OF EDUCATION AND LEADERSHIP**  
MAL 532: Thought Leadership and Creativity

3 Credits  
Effective 1/1/2015

*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

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## COURSE DESCRIPTION

Thought leaders are trusted experts who inspire, challenge, and motivate people. Through creative advancement and thinking, thought leaders provide information, processes, and methods that engage and inspire consumers, employees, and other stakeholders. Students will analyze what makes a thought leader and how these leaders increase an organization's strategic visibility.

## 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.

**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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## COURSE OUTCOMES

In this course, learners:

- Develop a thought leadership strategy for an organization.
- Analyze organizations that have successfully navigated thought leadership strategies.
- Analyze a strategic process that can help organizations achieve a thought leadership strategy.

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Explore Thought Leadership in Organizations	20%
Thought Leadership Strategic Process	25%
Thought Leadership Development Plan	30%
Required Assessment - Instructor Determined Assignments	25%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

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

### Explore Thought Leadership in Organizations

Review current publications to explore organizations that are incorporating thought leadership into their strategic objectives.

From research, you will do the following: (a) introduce thought leadership; (b) briefly analyze at least three specific thought leadership strategies; (c) discuss how and where within the organization these strategies are being applied to achieve results; (d) identify specific leadership characteristics that support the integration of thought leadership into the organization's culture; (e) conclude with what organizations can do to continue to grow thought leaders.

Students will write a 6 - 8 page paper (not including cover, abstract, and references), using APA style, 12-point double spaced Times New Roman font, and include a minimum of five (5) quality references.

<b>Components</b>	<b>% of Grade</b>
Analysis	20%
Approaches and Actions	25%
Writing and Organization	20%
References and APA	10%
Thought Leadership Characteristics and Strategy	25%
<b>TOTAL</b>	<b>100%</b>

### Thought Leadership Strategic Process

Choose an organization (one familiar to the student or one that can be researched) that could benefit from a thought leadership strategy.

In this presentation you will do the following: (a) introduce the organization and include an analysis of what makes this organization a good example to develop a thought leadership strategy; (b) choose two organizational strengths that could be targeted; (c) analyze each of the strengths and discuss why they would be appropriate considerations; (d) choose one of the strengths and determine why this would be the best fit (include in the discussion how the strength aligns with the organization's vision and mission); (e) use a matrix model (the Boston Matrix is a good matrix to use) to further promote your position; and (f) conclude with what the desired impact would be for the organization.

Students are to prepare a 15 - 20 (Max) slide presentation (not including title and reference pages). Each slide should have brief, key points along with images that visually support the content. Student incorporates a visual presentation of the material either in-person or through a multimedia environment (if given through multimedia, include closed-caption; if not given through multimedia, include presentation notes; but if not given through multimedia, please gain approval from your instructor first.)

<b>Components</b>	<b>% of Grade</b>
Assess Current State of Organization	15%
Components	15%
Visual Presentation	20%
Writing and Organization	20%
References and APA	10%
Strengths to Strategy	20%
<b>TOTAL</b>	<b>100%</b>

### Thought Leadership Development Plan

Choose an organization (one familiar to the student, one you would like to start, or one that can be researched) where you develop a strategy that presents a thought leadership plan to stakeholders.

Your paper will include: (a) an introduction describing a thought leadership idea that you are passionate about and could easily support; (b) clearly evaluate your personal leadership strengths that could build this idea into a successful thought leadership strategy; (c) present a vision and mission statement for your idea that speaks to a multicultural diverse population; (d) develop an execution plan for your messaging strategy with discussion on how you would deliver that message; (e) describe who would be your followers and discuss why they would follow (clearly outline what the benefit would be to them to follow you); (f) position your strategy for success (timetables, success metrics, training or coaching requirements, etc.); and (g) conclude with a discussion as to how this plan would further your personal leadership.

Students will write an 8 - 10 page paper (not including cover, abstract, and references), using APA style, 12-point double spaced Times New Roman font, and include a minimum of five (5) quality references.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Integrate Learning into Development	25%
Vision Statement	15%
Strategy Execution Plan	30%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### **Formative Assessments**

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on 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 leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Use of Course Concepts	100%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

### **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.

### **Participation**

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

## **UNIVERSITY POLICIES**

You 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. City U 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. Students 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 *Academic Integrity Policy 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 they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance under Student Rights & Responsibilities*.

## **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## Support Services

### **Disability Services Accommodations Statement**

Students with 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 206.2369.4752 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 your 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 Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.