

## **ML 533 – Leadership and Development School of Business and Management**

6 Credits

Effective Date: 7/1/2022

Grading Type: Decimal

Pre-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**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

### **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

Leadership is a complex field of study that encompasses psychology, coaching, human resources, business, and education. This course provides a comprehensive approach to understanding how leadership is structured in an organization. Students will also be exposed to an assortment of leadership styles and techniques encountered in typical working environments that mandate an assortment of styles to ensure effectiveness as a leader.

Students will discover their own unique leadership style based on the models and theories presented in class. This course will also help students to engage others using leadership techniques to foster individual and team development; enhance motivation; increase performance; and develop leadership skills. Finally, students will understand how to use research and data to create a vision for the future growth of the organization.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” 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

In this course, learners...

- Apply diverse cultural perspectives to leadership frameworks and strategies in order to inspire and motivate employees.
- Employ positive interpersonal behaviors and inclusive practices in both team settings and leadership roles.
- Understand the impact leadership shadows have on power and influence.
- Develop a personal leadership philosophy that aligns with organizational culture.

## 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.

## Course Assignments and Grading

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

<b>OVERVIEW OF REQUIRED ASSIGNMENTS</b>	<b>% OF FINAL GRADE</b>
The Inspiring Leader	20%
A Leader's Shadow	30%
Leadership Development Action Plan	40%
Knowledge Checks and Reflections	10%
<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.

### **The Inspiring Leader**

The Inspiring Leader assignment provides the opportunity for students to analyze leadership soft skills and describe core motivational qualities used to motivate employees. For this assignment, students must select three to five soft skills that

they have seen leaders demonstrate from their place of work, leaders that they may be familiar with, or leaders from literary research.

Students will then research how the use of the specific soft skills they have selected can help to motivate and inspire employees. From that research, students will write a research-based paper that will include the following five (5) parts:

an introduction briefly describing the organization and introducing the leaders, anonymously, (it is best to refer to the leader by their title) [Heading: The Organization and Leader]; a discussion that defines the soft skills chosen [Heading: Soft Skills]; an explanation of how the skills were used by the leader in the organization [Heading: Soft Skills Demonstrated]; an analysis of how the soft skills used by the leaders motivated and/or inspired the employees in the organization [Heading: Motivation and Inspiration from Soft Skills]; and a conclusion with a personal reflection on what the student learned about themselves through this assignment [Heading: Reflection].

Students will write a 4 to 5 page paper (not including the cover and reference pages), 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>
Writing and Organization	20%
References and APA	10%
Discussion on soft skills	30%
Explanation of motivational theories and soft skills	30%
Introduction and summary of leadership and motivation	10%
<b>TOTAL</b>	<b>100%</b>

### **A Leader's Shadow**

Students will write a personal reflection paper on their leadership shadows and personality patterns that will also include a five-step outline that illustrates approaches and/or actions designed to change the behavior described. The paper will include the following six (6) sections:

an introduction [Heading: None]; a reflective analysis of the personality patterns listed in the readings as they apply to your personal leadership [Heading: Personality Patterns]; a brief evaluation of the traits that you find irritating in others that might be clues to your shadow [Heading: Irritating Traits]; a discussion of your own personal leadership ethics and how those ethics could be used to reinforce change [Heading: Personal Ethics]; create and display in graphic format at least two core quadrants reflecting two core qualities and their pitfalls, challenges, and allergies [Heading: Core Quadrants]; and a conclusion [Heading:

Conclusion].

This paper will be 6 to 8 pages (including the cover, graphic, and reference pages), utilizing APA writing conventions and include a minimum of five quality references to support your ideas. First person is allowed for this assignment; you can use the pronouns I, we, us, them, etc.

<b>Components</b>	<b>% of Grade</b>
Writing and Organization	20%
References and APA	10%
Discussion on personality patterns	30%
Discussion of personal leadership ethics	30%
Introduction and summary of core qualities, pitfalls, and challenges	10%
<b>TOTAL</b>	<b>100%</b>

### **Leadership Development Action Plan**

Students will formulate a two-part leadership action plan that will cover a 3-month period and include defined objectives. Leadership Development Action Plans

Module 10: Leadership Development Action Plans item options

Students will formulate a three-part leadership action plan that will cover a 6-month period and include defined objectives.

#### Personal Leadership

In part one, students will develop an outline listing three (3) leadership objectives they would like to target for improvement in themselves. The Personal Leadership Action Plan is to include the following parts:

a brief overview of the student's current leadership level [Heading: Personal Leadership]; a discussion on the student's leadership vision [Heading: My Leadership Vision]; and in table format, create an outline that lists the student's planned objectives, a strategy to shape the objectives, and a timeline to achieve the objectives [Heading: Personal Leadership Plan].

#### Leader Development

In part two, students will develop an outline listing three (3) leadership traits they would like to develop in another person (a real person – this can be a coworker, friend, employee, or family member) You will imagine you are their leader or coach for this part. The Leadership Development Action Plan is to include the following:

a brief analysis of the chosen person's leadership needs (do not use real names) [Heading: Leader Development]; a discussion on the student's leadership development vision for this person [Leadership Development Vision]; and in table

format, create an outline that lists the client/employee's planned development objectives, a strategy to shape the objectives, and a timeline to achieve the objectives.

{Heading: Leadership Development Plan}.

### Team Development

In part three, students will develop an outline for leading and developing at high performing global team. Students will choose a team they are familiar with. This can be a team where you are not the leader, however, you will be imagining yourself in that role. The team does not have to be a work team and could include a nonprofit group or church, a volunteer group, or even a family.

a brief analysis of six competencies leaders look for in high-performing global teams [Heading: Team Development]; an evaluation of team building, coaching, and/or training methods that fit the chosen team and how those methods would be an effective leadership strategy to develop a team's internal and external performance [Heading: Team Building Strategy]; and

in table format, create an outline that lists the team's planned development objectives, a strategy to shape the objectives, and a timeline to achieve the objectives [Heading: Team Development Plan].

Leadership Development Action Plan will be 12 to 15 pages (not including the cover and reference pages), using APA style, 12-point double spaced Times New Roman font, and include a minimum of seven (7) quality references. As portions of this paper pertain to personal reflection, the student has the option of writing in first-person (using pronouns: I, we, us, them, etc.) or third-person, but do not switch back and forth. Students may adapt any work they have done in class this quarter to this assignment.

<b>Components</b>	<b>% of Grade</b>
Writing and Organization	20%
References and APA	10%
Discussion on personality leadership and leadership development	30%
Discussion of team development	30%
Introduction and summary of personality, leadership development, and team development	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>Components</b>	<b>de</b>	
Use of Course Concepts		100%
<b>TOTAL</b>		<b>100%</b>

## Course Policies

### Late Assignments

This course is in the Online Asynchronous format therefore there are no firm due dates. Instead, you will see a recommended due date. However, all work must be completed by the end of class. Work turned in after the last day may not be graded.

### 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

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. 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 Harassment**

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 behavior 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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **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 in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment 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 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 Tutoring**

CityU students have access to free 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.ed](mailto:help@cityu.ed) to request a user name and password.