

Mendoza College of Business
Department of Management and Organization
Practicum and Synthesis
MNA 65110 Syllabus
Fall 2020
October 12 – November 24, 2020

Instructors:

Angela R. Logan, Ph.D.

Office: 321 Mendoza College of Business
Notre Dame, Indiana 46556

Email: alogan2@nd.edu

Telephone: 574-631-7793 office

Class Time:

Tuesday/Thursday, 11:00 AM -12:40 PM EDT/EST

Classroom: Zoom

Class URL:

<https://notredame.zoom.us/j/95697725859?pwd=MopITlLMndrdnpadW1KbXkwZ3pDUTo9>

Meeting ID: 956 9772 5859

Passcode: Practicum

Office Hours: By appointment to assure availability. I typically respond to appointment requests within 48 hours; however, please do not hesitate to call or email again should we be detained for any reason.

Overview of the Course

The purpose of this course is to enable students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development. This course requires personal curiosity and reflection from students. Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

This course is about how to analyze and improve your leadership capabilities. Within this theme, we will have a 'personal and practical applications' bias. While there are many skills and abilities encompassed in leadership, knowledge of these skills are useless unless one can put this knowledge into action and improve one's capabilities. This personal leadership improvement process will be the focus of this course. In so doing, we will draw on the latest knowledge from practice and research in order to help

students have a deeper understanding of how leadership is enhanced and derailed in organizations. Specifically, we will address topics such as good vs. bad leadership, decision-making, ethics, time management, self-regulation, social networks, and overcoming adversity.

Course Learning Objectives

Upon the successful completion of the course, students should be able to:

- Have a greater understanding of leadership in the nonprofit context.
- Gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
- Understand what is motivating their leadership, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.
- Explore how to build support teams and lead an integrated life.
- Explore the purpose of students’ leadership and empower other leaders, while they are optimizing their leadership effectiveness.
- Demonstrate the ability to locate, integrate and critically evaluate nonprofit field literature and business practice.
- Write a well-organized paper that integrates theory, practice and personal experience.

<u>Course Objective</u>	<u>Related Assignment(s)</u>
Have a greater understanding of leadership in the nonprofit context.	Leadership Paper Leadership Profile
Gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.	Leadership Paper
Understand what is motivating their leadership, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.	Leadership Paper
Explore the purpose of students’ leadership and empower other leaders, while they are optimizing their leadership effectiveness.	Leadership Paper
Demonstrate the ability to locate, integrate and critically evaluate nonprofit field literature and business practice.	Leadership Paper Case Design
Write a well-organized paper that integrates theory, practice and personal experience.	Leadership Paper Case Design

***Required Texts/Course Materials**

1. Carpenter, H., Dolch, N., Hoffman, T., Mirabella, R., and Wise, H. (2020). *Nonprofit Crisis Management Response To COVID-19*. eText that may be purchased here: <http://www.sagamorepub.com/products/Nonprofit-Crisis-Management-etext>
2. Additional reading materials will be available on Sakai
3. High-speed internet connection: dsl, cable
4. Headset with microphone (optional but encouraged)
5. Webcam (optional but encouraged)

***Optional Texts/Course Materials**

1. George, B. (2015). *Discover Your True North*. San Francisco, CA: Jossey-Bass/John Wiley & Sons. ISBN-13: 978-1119082941.
2. Heifetz, R. and Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Cambridge, MA: Harvard Business Review Press. ISBN-13: 978-1422105764
3. Kraemer, H. M. J. (2011). *From Values to Action: The Four Principles of Values-Based Leadership*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470881255
4. Rath, T. (2008) *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. New York: Gallup. ISBN-13: 978-1595620255.

***PLEASE NOTE: BECAUSE THIS COURSE WILL OCCUR IN MOD 2 AND MOD 3, THE TEXTS WILL BE USED IN BOTH MODS!**

Course Requirements

1. Leadership Profile (3-4 pages): due October 22, 2020

One of the best ways to study leadership is through case studies of individuals. Each of you will choose one leader and write a four-page review and analysis of the individual's accomplishments, leadership style and philosophy, leadership impact, situational factors, and career influences. This is not a book report or a repeat of their resume, but a critical evaluation and synthesis of their accomplishments and struggles. You may choose an historical figure or a contemporary leader. You may gather this information from published works or from first-person interviews. In the paper, you must indicate how you gathered this information. You may choose an exemplary leader or someone you consider to have failed in a leadership attempt. If you choose the latter, comment on why, in your opinion, the person "failed." Good case studies tell a story as well as analyzing and documenting. Think about how the individual probably experienced his/her own leadership as well as how those around the individual portrayed him/her. Was there drama in this story? Why did you find this person compelling enough to study? What did you learn about leadership from this profile? Does this person's story reflect some of the leadership concepts discussed in this course or in your reading?

2. Leadership Paper (8-10 pages): due November 24, 2020

In this paper, describe your philosophy of leadership, and the principles and values that will guide and inform your leadership. Discuss the areas of your development as an authentic leader that you plan to focus on in the years ahead, and the steps you plan to take to become a more effective and authentic leader. It is important to establish and articulate your own philosophy about how you operate as a leader, regardless of the particular circumstances of your position. Your philosophy statement should be revised as we progress through the semester. It should incorporate the assigned readings, course activities, and feedback from the instructor and classmates. As you prepare this statement, consider the following:

- What do you think about leadership? What has influenced your thoughts?
- What key leadership experiences have informed your thinking?
- Do you believe that leadership is positional? Why or why not?
- When do you share your vision as a leader?
- Under what circumstances are you willing to take risks?
- What personal principles are you not willing to violate?
- How do you make decisions? Are they based on evidence or intuition?
- What decisions do you make individually and what do you make collectively?
- How do your personal beliefs (e.g. religion, inclusiveness, etc.) affect your leadership philosophy? How do you respond when your leadership beliefs or practices are challenged? These are only a few issues to consider. Feel free to add others which you see as necessary and appropriate for you.

3. Case Design (15-18 pages): due November 5, 2020

Why would I ask you to write a teaching case? Because writing a teaching case will allow you to think critically about an event and ask yourself what can we learn from this situation? It will allow you to be creative and demonstrate your knowledge about the material in a new way. Future students will use some of these cases with your permission and some cases will be recommended for publication in a peer-review edited book.

You will be asked to identify a Nonprofit Leadership issue of interest and directly relevant to the course. You will create a **fictional** teaching case that will demonstrate your deep understanding of the issues and stakes (particularly in the teaching note). If your case is inspired by real events, please change names, places, dates as to protect the anonymity and privacy of those involved. If your case is not fictionalized, please fact check every aspect. As you know, the nonprofit/charitable sector is a small village. The goal of this assignment is to inform and promote applied learning. See “Writing a Teaching Case Guidelines” for further instructions.

4. In-Class Assignment Preparation and Discussion

The class meets weekly in a live online format. Your attendance is expected. During these sessions, you will engage in lively debate and discussion. Additionally, the class

will utilize a problem-based learning strategy, in which you will be asked to respond to a prompt in order to enable you to apply the course material from the week’s readings.

Guidelines for All Written Assignments

All papers and the exam should be typed and double-spaced, one-inch margins on all sides, 12-point font, and Times Roman or similar font.

Assignments should be submitted via email or Sakai, as directed by the instructor. Your name should appear on the cover page of any word document you send or post. The name of the word document should include your name and the title of the document; i.e., “Smith_Leadership Statement” or “PDP_Smith.”, etc.

Always explicitly cite your sources, parenthetically and in the reference page. Citations should follow APA format.

Proofread all written work. Finished products should be spell-checked and grammatically correct.

All assignments are due by 11:59 PM EDT/EST on the date indicated in the Course Outline.

Life Clause

Life Happens. We all lead densely-layered lives; therefore, one of my core values is leading with grace. As a result, I institute a “Life Clause:” should you need it, you may invoke the “Life Clause” on **ONE** assignment, and get 3-day extension: no explanation required.

Grading

Assignments/Grading

Assignment	Points
In-Class Preparation and Discussion	15
Leadership Profile	25
Leadership Paper	30
Case Design	30
TOTAL	100

Grading Scale:

A	94-100%
A-	90-93%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
D	69-73%
F	68% or lower

A Comment on Grades

While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life and leadership within the safety of a classroom. These opportunities do not come often in a career. I promise you, truly promise you, that two years from now, your grade in this course will pale in importance relative to your takeaways from this course. You have my word on this. My goal and my commitment as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future, so let's make this course truly worthwhile for you.

Schedule of Class Meetings

(Subject to Change)

WEEK 1

October 13

Syllabus, Introductions, and What is Leadership?

October 15

Practicum Debrief and Career Exploration

WEEK 2

October 20

Theories, Approaches, and Competencies

October 22

Practicum Debrief and Career Exploration

Assignment Due: Leadership Profile

WEEK 3

October 27

Leadership through an Equitable Lens

October 29

Practicum Debrief and Career Exploration

WEEK 4

November 3
November 5

Values-Based Leadership
Practicum Debrief and Career Exploration

WEEK 5

November 10
November 12

Strengths-Based Leadership
Practicum Debrief and Career Exploration

Assignment Due: Case Design

WEEK 6

November 17
November 19

Adaptive Leadership
Practicum Debrief and Career Exploration

WEEK 7

November 24

No Class

Assignment Due: Leadership Paper

Additional Information**Student and Academic Integrity**

Entering Notre Dame you were required to study the on-line edition of the Academic Code of Honor, to pass a quiz on it, and to sign a pledge to abide by it. The full Code and a Student Guide to the Academic code of Honor are available at: <http://honorcode.nd.edu>. Perhaps the most fundamental sentence is the beginning of section IV-B:

The pledge to uphold the Academic Code of Honor includes an understanding that a student's submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. - must be his or her own.

The University provides faculty with the services of Turnitin.com (<http://turnitin.com/>) as a means to check papers for plagiarism. Plagiarism is a serious honor code violation, and students must be vigilant in properly crediting their use of sources. Always do your own work. Plagiarism (using others' work, including paraphrasing—from the web or anyplace else—without proper attribution) will result in a failing grade for the assignment. Plagiarism is a violation of the *University of Notre Dame's Graduate Business Honor Code* and is a serious offense. Violations may result in failure of the course or dismissal. Student grievances begin with the Academic Director.

Students with Disabilities

It is the student's responsibility to provide the instructor with documented information about a disability in a timely manner so that accommodations may be instituted. For more information, please contact the Office of Disability Services at 574-631-7157.

Civility Statement

There are standards of classroom civility that apply both in the classroom and online. These do not eliminate appropriate humor, enjoyment, or other features of a comfortable learning environment but do include: displaying respect for all members of the community (both your peers and professor); avoiding disruptions; being attentive to whomever is talking; avoiding racist, sexist, homophobic, or other hateful language that may exclude others; and coming to class on time and prepared. Also, please review the "technology use" policy above.

[Home](#) > [Resources](#) > [Teaching Well Workshop](#) > [Mental Health Syllabus Statment](#)

Mental Health Syllabus Statment

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. The University Counseling Center (UCC) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being.

Remember, getting help is a smart and courageous thing to do — for yourself and for those who care about you. For more resources please see ucc.nd.edu

The UCC is located on the third floor of Saint Liam Hall Phone: 574-631-7336. Hours: Monday-Friday 8:30am – 5:00pm. Urgent Crisis Line 24/7

Please note all class time, assignments, and office hours will be set on Eastern Standard/Daylight Time, as the University of Notre Dame is located in that time zone.

Please allow approximately one week for review of any assignments submitted to instructor.

This is a tentative syllabus and the instructor reserves the right to amend or adjust the content of the syllabus to meet the objectives of the course. Any changes will be announced via email.