EXECUTIVE LEADERSHIP 302
1.0 CREDIT

BASIC INFORMATION
Course title and course number: Executive Leadership (EXEC 302)
Credit: 1.0
Term and year: Fall 2020-21
Instructor's name: Dr. Pamela Farago Morris
Office location: Jersey City, New Jersey
Office hours: MW, 1:00-2:00pm
Phone Number: 201-817-1219
Email Address: pfarago@nsls.org

COURSE DESCRIPTION
This Executive Leadership program is designed to help you integrate your leadership development into your lifestyle. The combination of learning modules and practical experience delivers a broader understanding of core leadership education and a hands-on, cross-disciplinary approach to leadership. In this course, you will have members have the opportunity to apply these new skills or understandings to everyday life and contribute more effectively to other projects and initiatives.

The capstone project of this course will be to create two Final projects: 1) a Leadership Research paper; and 2) a Better World Project. Each course additionally requires a comprehensive Case Study Analysis.

To complete this course, 25-30 hours of work are required to complete the certificate and credit pathways. For this one-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course. Students have up to 3-semesters to complete this course.

PREREQUISITE
Foundations of Leadership (FOL 102) & Advanced Leadership (ADV 202). This course coincides with the certification pathway at NSLS.

COURSE OBJECTIVES AND LEARNING OUTCOMES
Our five-module course takes you on different pathways and in greater levels of learning leadership. Upon completion of this course, you will learn the following objectives:

- Apply leadership theory to practice and experience
- Evaluate the role of leadership in organizational culture, change, and conflict resolution
- Analyze leadership situations from varying points of view in order to systematically evaluate ideas and arguments.
- Develop the seven qualities of effective mentors.
- Explore how you can leverage your passion into a career.
- Learn how be an inclusive leader.
- Explore ways to focus on performance for success.
- Understand the dynamics of organizational life
- Identify areas of focus for personal and professional growth and describe plans for that development.

These course objectives will be measured through quiz questions at the end of each course module, with a score of 80% needed to fulfill course requirements.

COURSE EXPECTATIONS
This course will be delivered in a completely online format. You are expected to remain engaged throughout the course and make consistent progress towards course completion.

In each module, you are expected to:
1. Complete all readings and watch all videos.
2. Actively and respectfully participate in discussion board topics as posted.
3. Complete all assignments.
4. Submit a final Research Analysis and a Better World Project and final reflection as final projects in the course.

COURSE STRUCTURE
This course will be delivered entirely online through the Moodle learning management system. The course is self-paced, and you have three (3) semesters to complete the work associated with this course. You will use your NSLS Member Account to login to the course once you complete the registration process. You will then have access to online lessons, course materials, and resources. While the course is self-paced, there will be designated times when groups can get together to participate in office hours and/or forums with Instructors and other students. Course activities will consist of video submissions, discussion board posts, reflections, scenario-based role playing, and experiential learning.

Each course consists of a case study. The case method is an exciting way of learning. It recognizes the importance of each individual’s experience as it is shared in the discussion. Participants are placed in the middle of the action and forced to be analytical while using leadership concepts rather than reiterating them. In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world and helps students determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action. You are required to complete the assignment associated with the case study which includes a reading, question submission, and a 5+ page analysis.

RESOURCES

Course Materials:


Additional Resources (compiled into e-book)
- HBR: The work of Leadership & In Praise of the Incomplete Leader


• Roselinde Torres, TED@BCG San Francisco. (2013, October). What it takes to be a great leader. Retrieved from https://www.ted.com/talks/roselinde_torres_wha.../up-next


• TEDxTalks. (2013, March 7). How Disco Taught Me About Leadership: Krystle Cobian at TEDxSeattle. Retrieved from https://www.youtube.com/watch?v=5N2uWfsV2M8&list=PLsRN0Ux8w3rNpB83mmmdq-caODyIEMB80&index=2


All videos and readings are included in the course itself and can be accessed once you log into your online learning management system (Moodle).

**Course Schedule/Outline/Calendar of Events**

This outline includes the main assignments found in this course. All assignments are self-paced.

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
<th>Reading/ Assignment</th>
<th>Instructional Hours</th>
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</thead>
<tbody>
<tr>
<td>Module One: Introduction &amp; Networking</td>
<td>Lesson One: Popular Leadership Styles</td>
<td>Learning and Reasoning (Synthesis)</td>
<td>Watch video on becoming aware of your leadership style and approach</td>
<td>4 hours</td>
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<td>Civic Responsibility (Inclusion)</td>
<td>Read article on leadership styles</td>
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<td>Learning and Reasoning (Other Perspectives)</td>
<td>Read article on transformational and transactional theories of leadership</td>
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<td>Module Two: Becoming a Mentor</td>
<td>Lesson One: Adapting Leadership Style for Inclusion</td>
<td>Learning and Reasoning (Synthesis)</td>
<td>Watch video on finding leadership style</td>
<td>5 hours</td>
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<tr>
<td>● Describe the characteristics of a Learning and Reasoning (Synthesis) Interpersonal Interaction</td>
<td>Watch video on adaptive leadership</td>
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<td>Discussion on leader who was/was not able to adapt</td>
<td>Situational Leadership Theory</td>
<td>Situational Leadership Theory</td>
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<tr>
<td>Experienced and effective leaders understand when and how to adapt their leadership approach to the situation. This ability is cultivated over time and with experience. Read, Situational Leadership Theory to learn more about the characteristics of a situational leader. Also, read the pros and cons carefully. Jot down one thing that surprised you about the reading.</td>
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- Describe challenges associated with adapting leadership styles
- Describe the team benefits the team gleans from adapting one’s leadership style

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Roselinde Torres, TED@BCG San Francisco. (2013, October). What it takes to be a great leader. Retrieved from https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/up-next

Read article on situational leadership theory

Situation on leader who was/was not able to adapt
<table>
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<tr>
<th>Module Three: Inclusive Leadership</th>
<th>Lesson One: Good Judgment and Leadership</th>
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<tr>
<td>• Describe four themes related to flexible leadership</td>
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<td>• Explain what flexible leaders consider when making decisions</td>
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<td>• Describe the impact flexible leaders have on their teams</td>
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<tr>
<th>Personal Behavior (Ethics)</th>
<th>Learning and Reasoning (Other Perspectives)</th>
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| Watch video on ethical judgment |
| Watch video on first impressions |
| Read article on leadership skills that accelerate performance |
| Read article on good judgment |
| Read article on four ways to exercise good judgment |

| Write about four characteristics of a situational leader and why they’re important |
| Watch the Negotiation video |
| Complete the Negotiation Reflection questions |
| Watch the Types of Conflict video |
| Complete the Types of Conflict Reflection questions |
| Facilitate three SNT meetings |

6 hours
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<tr>
<th>Module Four: Perspective, Performance, Priorities</th>
<th>Lesson One: Emotional Intelligence and Change</th>
<th>Personal Behavior (Responding to Change)</th>
<th>Watch video on emotions providing guidance during times of change</th>
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<tr>
<td></td>
<td>● Describe the connection between effective emotional challenge and leading through change.</td>
<td>Critical and Creative Problem-solving</td>
<td>Listen to podcast about using anger positively</td>
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<td></td>
<td>● Assess and describe areas of strength and weaknesses related to leading through emotional intelligence.</td>
<td>Confidence and Tenacity Communication (Conflict Negotiation)</td>
<td>Read article on how to embrace change using emotional intelligence</td>
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<td></td>
<td>Communication (Facilitation)</td>
<td>Read article on emotional intelligence and change management</td>
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Discussion on method for using good judgment, explaining one challenge to applying the method, and providing ideas to overcome that challenge

Reflection on readings and videos by discussing good judgment, humility, obstacles to good judgment, and how to practice good judgment

5 hours
| Module Five: Unconventional Solutions | Lesson One: Unconventional Solutions and Leadership Decisions | Learning and Reasoning (Problem Solving) Critical and Creative Problem-Solving Making an Impact | Watch video on unconventional solutions and creative perspectives Watch interview on how IDEO approaches solutions Read article on how to look at a situation from different angles 5 hours |


Discussion on emotional intelligence, leadership, and using emotional intelligence to lead in times of change

Write about how flexible leaders make decisions and what leaders can do to improve their flexibility?
| Civic Responsibility (Service) | Read article on how to get the most out of brainstorming  
Read article on disruptive innovation  
Discussion on how mindfulness can help solve problems  
Read: HBR: The work of Leadership & In Praise of the Incomplete Leader  
Refer to the section of the HBR article "Discovering Your Authentic Leadership" and reflect on your own development as an authentic leader. Are you on your way to becoming an authentic leader? |
Module Six: BWPs and Mentorship Reflection

| Lesson One: The Value of Servant Leadership and Mentorship in Leadership Development | Interpersonal Interaction (Mentoring) Making an Impact | Watch video on how to prepare to be a mentee
Read article on readiness to be a mentee
Read article on why leaders need mentors
Read article on how mentoring can help improve leadership skills
Discussion on which quality is most important in continuing to grow a mentoring relationship

FINAL PROJECT: Create a Mentoring Action Plan In this section, you read articles and watched videos about different perspectives on mentoring relationships. You also learned about the value of mentorship for leaders. Consider what you read and watched and use the questions below to create a Mentoring Action Plan. In a Microsoft Office Document, list the question from below and write your response underneath. Submit this document to the submission link. And, keep a copy for yourself and follow your plan.

○ What three pieces of advice from the readings or videos

10 hours
should I remember as I seek out a mentor?
○ What are my top two leadership goals?
○ What steps will I take to identify a mentor in my current network at school, work, and in the community?
○ What is most important to me in a mentoring relationship?

Watch the Better World Project introduction video for a better understanding of what is being asked.

Watch the Project Inspiration video to gain insight of an example of a Better World Project that can be implemented within your community.

FINAL PROJECT:
Submit your Better World Project Application based off of a community event that you intend to implement

Implement your project within your community using the timeline you designed.

After you have completed your project and debriefed with your volunteers, you will submit your Better World Project Reflection

Final Summation Reflection: Write 2-3 page reflection using the quotes

| Total Time for student | 30 – 35 hours |
ACADEMIC SOURCING:

For all written work, each course requires inclusion of at least five (5) academic quality sources from the list provided and referenced using APA style. A bibliography page is also required.


Online tools for formatting the reference page, although there are some flaws, it is a good idea to use an online reference tool. Some examples:

- Citation Machine http://citationmachine.net/
- Easy Bib http://www.easybib.com
- NoodleBib http://www.noodletools.com/login.php

Here are examples of academic quality sources:


In addition, any of the following journals can be referenced:

- Leadership
- Journal of Leadership & Organizational Studies
- The Leadership Quarterly
- Journal of Management
- Organization Development Journal
- Administrative Science Quarterly
- Journal of Applied Psychology
- Journal of Cases in Educational Leadership
- Journal of Business Ethics
- Organization Studies
- Journal of Organizational Behavior
- Academy of Management Learning and Education
- Management Learning
- International Small Business Journal
- Group & Organization Management
- Educational Administration Quarterly
- Review of Educational Research
- Educational Evaluation and Policy Analysis
- Academy of Management Perspectives
- Journal of Occupational and Organizational Psychology
- Studies in Higher Education
- MIT Sloan Management Review
- Educational Management Administration & Leadership
- Organizational Behavior and Human Decision Processes
- International Journal of Cross Cultural Management
- Human Resource Development Review
- Business Ethics Quarterly
- Journal of Experimental Social Psychology
**CASE STUDY REQUIREMENT:**

The case method is an exciting way of learning. It recognizes the importance of each individual’s experience as it is shared in the discussion. Participants are placed in the middle of the action, and forced to be analytical while using leadership concepts rather than reiterating them. In case analyses there are no "right" answers to management problems. Cases bring a small chunk of the real world and helps students determine which problems exist, discuss optional approaches to dealing with the problems, and decide upon a course of action.

**The Case:** The Chilean Mine Rescue


https://hstalks.com/t/3943/chilean-mine-rescue-how-teaming-saved-the-lives-of/

HBR: The 2010 Chilean Mine Rescue


**Case Question:** Is this true or false: Democratic organizations or “social collectives” where everyone has a voice are inherently problematic.

Three years ago, when a cave-in at the San José mine in Chile trapped 33 men under 700,000 metric tons of rock, experts estimated the probability of getting them out alive at less than 1%. Yet, after spending a record 69 days underground, all 33 were hoisted up to safety. The inspiring story of their rescue is a case study in how to lead in situations where the stakes, risk, and uncertainty are incredibly high and time pressure is intense. Today executives often find themselves in similar straits. When they do, many feel torn. Should they be directive, taking charge and commanding action? Or should they be empowering, enabling innovation and experimentation?

In a report, answer this question. Was a different leadership approach warranted? Why or why not? In each course, you will read the case study, respond to questions and write a 5+ page paper analysis.

**FINAL PROJECTS:**

**Assignment # 1 (Case Study Workplace Analysis)**

Choose a situation at your work, or alternatively at an organization in which you are or were involved. The situation should be one that required major change and was prevalent with challenges. The situation at work will be written as a case study. Therefore, it should present a picture of how effective leadership played a pivotal role (negative or positive) and was a critical element in addressing the situation.

Your case study should be 5+ pages in total length (not including the title page, or reference page) and should include the following:

Part One: The Case Story (about 3-4 pages)

- The organization – brief overview of its’ history and mission
- The situation or problem being faced by the organization
- The stakes involved as well as the key players involved in resolving the situation (you might choose to focus on one particular leader and his or her actions)
- A description of how the situation was or is being addressed
- The results of actions taken – outcome(s)
Part Two: The Analysis (about 3-4 pages)

Provide reflection and analysis of the Case Story using the Kouzes/Posner Five-Part Framework:

- Model the Way
  - Inspire a Shared Vision
  - Challenge the Process
  - Enable Others to Act
  - Encourage the Heart

For this Leadership Research project, it is a requirement to include at least five (5) academic quality sources from the list provided and referenced (above) using APA style. A bibliography page is also required. The paper must be at least 5+ pages in length.

Use the description of this assignment to create an outline for this paper. Include an introductory and concluding paragraph. This Critical Essay will count for 25% of the course grade

Assignment # 2 Better World Project

1. Click on this link to follow the instructions to complete your project. At least 8 hours are required.

Assignment #3 Final Reflection

Pick one of the following quotes and write a 2-3 summation reflection paper on leadership. Use citations and quotes from the course readings and reference a blend between a personal narrative and academic reflection.

Questions for Leadership Reflections and Dialogue

1. Is leadership a specialized role within an office, department, team or other group, OR is it a shared influence process that occurs naturally within a social system and is diffused within any members?

2. Is leadership more of a cognitive, rational process OR do the emotional and value-based aspects of leadership account for more of the influence process of leadership?

3. Should all good managers be good leaders OR are these two roles incompatible with one another?

4. Is the effectiveness of the leader measured more by the effectiveness of the group OR is it more connected to the advancement of the leader?

5. Pick any one of the following approaches and argue that it is more useful in defining, describing and explaining leadership than the other approaches: trait, behavior, power, situational, OR contingency approach.

6. Pick any one of these levels of conceptualizing leadership and argue that it is the most important and useful for defining, describing and explaining leadership: intra-individual, dyadic, group, OR organizational.

7. Does a universal theory of leadership exist that applies to all leadership situations OR do some aspects of leadership apply to some situations but not to others?

8. Should leadership decisions be made in more of a top-down formal process OR should decisions be based on a bottom-up political process?

9. Does leadership style remain fixed for leaders OR do the effective leaders change their leadership approach depending on the situation?
10. Is it more important for the leader to focus on building friendly, supportive and consultative relationships with their followers OR is it more important for the leader to initiate organizational structure, maintain standards of performance, and ensure that followers are following policies and procedures?

11. Which is more important to leader: the relationship with the followers OR getting the job (task) done?

12. Are certain leadership traits optimal for all situations OR do different situations require different attributes?

13. Pick one of the two orientations — task OR relationship — and argue that it is the most important orientation for leaders.

14. The most important measure of a leader is the performance of the followers OR leaders are most effective when their followers are satisfied?

15. Which of these three elements of leadership is most important: goal achievement, smooth internal processes OR external adaptability?

16. Leadership approaches should OR should not vary according to the ethnic culture of the followers?

17. Pick one of Hofstede's five cultural dimensions and argue that it explains the most important cultural distinction between the USA and most other countries around the world.

18. Which is most important for organizational effectiveness: that the organization has transactional OR transformational leadership?

19. The leader is the most important factor in determining the outcome of the group’s performance OR the followers are more likely to determine the outcome of the group's performance.

20. The most important leadership trait is integrity OR competence?

**Evaluation Procedures and Grading Criteria**

You will be evaluated through assessments at the end of each lesson in the credit course.

- Engagement: 15%
- Small Writing Assignments or Activities: 35%
- Leader Project: 20% on paper, 5% on presentation
- Better World Project: 20%
- Final Leadership Reflection: 5%

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent / %</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89.99</td>
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<tr>
<td>C</td>
<td>70 - 79.99</td>
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<tr>
<td>D</td>
<td>Below 69.99</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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ATTENDANCE STATEMENT
There is no attendance requirement with this online course. However, you are asked to regularly engage with course content and in discussion boards to keep your engagement and motivation high. This will help you successfully complete the assignments and course requirements.

AMERICANS WITH DISABILITIES ACT FOR STUDENTS WITH SPECIAL NEEDS STATEMENT
The NSLS is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor. The instructor will be in touch with you to create reasonable course accommodations. To ensure access to this class, and program, please contact the Education Team at NSLS: education@nsls.org to engage in a confidential conversation about the process for requesting reasonable accommodations for this course.

APPROVED ACADEMIC HONESTY STATEMENT
Honesty and integrity are integral components of the academic process. Students are expected to be honest and ethical at all times in their pursuit of academic goals. Plagiarism—to take and pass off as one’s own work the work or ideas of another—is a form of academic dishonesty. Any student found in violation of a breach in academic integrity will receive an “F” for that assignment.