

ALS 802
LEADERSHIP, A CASE STUDY APPROACH

COURSE SYLLABUS
SPRING 2013 / HIGHER EDUCATION COHORT

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COURSE DESCRIPTION

This course examines cases of organizational transition, reorganization, and redesign in order to gain insight into the psychological, organizational and sociological aspects of successful leadership in changing environments. It is designed to provide experiences for individuals working in higher education environments in the following areas: group decision making, leadership, planning and organizing, sensitivity, judgment, and communication skills. **Prerequisite: Admission to the ALS Program**

COURSE OBJECTIVES:

Students completing this course will be able to:

1. Explore effective leadership through a variety of case examples of individuals and of organizations. Students will focus on how leaders articulate and implement a vision. Standard 1.0, 1.1, 1.2
2. Relate elements of case study construction to organizational vision, promoting positive work cultures, and fostering organizational learning. Standard 1.5, 2.1, 2.3

COURSE CALENDAR:

Feb 1 & 15, March 1 & 29, April 12

REQUIRED TEXTS (purchased from your favorite source)

Session 1

Friedman, T. & M. Mandelbaum (2011). *That used to be us: How America fell behind in the world it invented and how we can come back*. New York: Farrar, Straus and Giroux.

Session 2

Angel, D. & T. Connelly (2011) *Riptide: The new normal for higher education*. Lexington, KY: The Publishing Place

Session 3

Hamel, G. (2012). *What matters now: How to win in a world of relentless change, ferocious competition and unstoppable innovation*. San Francisco, CA: Jossey Bass.

*OR, either of the extended higher education resources listed below under Session 3.

Session 4

Kanter, R. (2004). *Confidence: How winning streaks and losing streaks begin and end*. New York: Crown.

*OR Collins, J. & T. Hansen (2011). *Great by choice: Uncertainty, chaos, and luck—Why some thrive despite them all*. New York, NY: Harper Collins.

*OR Tichy, N. & W. Bennis (2009). *Judgement: How winning leaders make great calls*. New York, NY: Penguin.

Session 5

Heifetz, R., M. Linsky and A Grashow (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Cambridge, MA: Harvard University Press.

*OR Kotter, J. (2008). *A sense of urgency*. Boston: Harvard Business Press.

*OR Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: John Wiley & Sons.

* Use an online search engine to look into these authors and learn more about their work as you make your personal selections.

EXPECTATIONS AND EVALAUTIONS

The format of this course is interactive. Small group in-class assignments depend on each individual being thoroughly prepared to apply professional insights from assigned readings. **Prepare one page of talking points (bullets or narrative) for each session and email them to your professor two days before each class meeting.**

These talking points should 1) show your grasp of arguments presented by the author(s) and 2) support or question the relationship of issues to higher education challenges.

Bring a copy of your talking points to the first class. We will discuss posting to D2L for future contributions.

Each session combines an examination of leadership through cases from various sectors of society. Each of five sessions contributes 20% to this course grade. There is no final heavily-weighted product. Assessment of each session is based on submission of talking points, class participation and completion of class activities.

3 / Target	2 / Acceptable	1 / Unacceptable
Talking points are submitted as required, reflect the student's grasp of key ideas presented by authors of the required readings and show	Talking points are submitted as required and reflect the student's basic grasp of key ideas presented by authors of the required readings.	Talking points were submitted as required but fail to reflect the student's grasp of key ideas presented by authors of the required readings.

thoughtful analysis of findings applicable to contemporary challenges in higher education.		
Class interactions demonstrate student's depth of analysis of various cases and the ability to critically synthesize messages across cases and identify recurrent leadership themes.	Class interactions demonstrate student's thoughtful responses to issues raised by peers.	Class interactions fail to demonstrate student's analysis and synthesis of considered cases.
Student posts extend the resources and collaboration opportunities for the cohort group.	Student posts extend the resources and collaboration opportunities for the cohort group but show minimal task investment.	Student posts fail to enhance learning opportunities for others.

*NOTE Some class activities will involve using electronic resources and you should bring a set of earbuds to class along with your laptop or pad.

Final grades reflect the following scale:

- 3= Target and translates to a grade of A.
- 2= Acceptable and translates to the grade of B or possible C.
- 1= Unacceptable and translates to a grade of F.

COURSE REQUIREMENTS

Session 1

FOCUS

Cases in this session exemplify global issues challenging social and educational organizations and their leaders.

PREPARATION

1. Foundational Reading (Friedman & Mandelbaum)
2. In addition to your page of talking points, list three 'misalignment' concerns relative to educational preparation at your university in particular, or in higher education in general, based on the issues the authors set forth in this text.
3. Be prepared to discuss the sociological and the psychological challenges to leaders in higher education relative to the issues portrayed by this Pulitzer Prize winning journalist and his co-author.

IN CLASS ACTIIVITIES

1. In small groups, share your insider perceptions of perceived misalignments. Then relate them to issues that appear in your local papers or the national news. Third, role play a town meeting in which your purpose is either to quell the fears of others or to light a fire and spark greater involvement.
2. As individuals, identify the section of the text or a particular case which is of most concern to you or your division in higher education and why.
3. Examine elements defining success and failure according to today's authors. Compare them to leadership challenges you remember from a decade ago and/or to current challenges represented by a different perspective or bias.

Session 2

FOCUS

Cases in this session explore contemporary dilemmas particular to institutions of higher education

PREPARATION

1. Read Angel and Connelly
2. Prepare your talking points
3. Select an artifact/object and create a 5 min presentation that links a particular leadership message from today's text with its impact on your particular division in higher education. Design this activity with the intent of using it with staff or at a future conference presentation.

IN CLASS ACTIVITIES

1. Individual mini presentations focusing on the 'new normal' in higher education
2. Exploration of related electronic literature relative to challenges relative to public, private and for-profit university structures
3. Explore leadership advice from Center for Creative Leadership relative to the instructional, managerial and relational challenges in higher education settings.

Session 3

FOCUS

Cases in this session explore the meaning of innovation when applied to change in higher education

PREPARATION

1. Read the required text and prepare your list of talking points.

* Additional references that may be of (current or future) interest:

Christensen, C. & H. Eyring (2011). *The innovative university: Changing the DNA of higher education from the inside out*. San Francisco, CA: Jossey Bass Higher and Adult Education Series.

Thorpe, H. and B. Goldstein (2010). *Engines of innovation: The entrepreneurial university in the twenty-first century*. Chapel Hill, NC: University of North Carolina Press.

IN CLASS ACTIVITIES

1. With others who read the same text, use your talking points to develop a proposal the author (s) may have for changes in your different work settings.
2. As a large group, explore what contemporary authors suggested by your professor have to say about creativity.
3. Explore leadership cases from managementexchange.com for potential application to contemporary challenges in your work arena.

Session 4

FOCUS

This session shifts gears to cases from domains other than higher education in which leadership traits such as judgment, confidence, luck and discipline are central.

PREPARATION

1. Choose from the three possible texts for session 4
2. Prepare your talking points with the in class activities in mind.

IN CLASS ACTIVITIES

1. Students choosing Kanter--Reflect on the causes of 'winning and losing streaks' in your own profession
2. Students choosing Tichy & Bennis—The authors advocate six attributes of making successful judgments on p. 369, Discuss how one or more of these is evident in your own workplace.
3. Students choosing Collins—Discuss how any one of the author's advice concepts might assist you with workplace challenges.
4. Individually explore various YouTube presentations from the above authors you did NOT choose.
5. In small groups discuss how one specific strategy could assist in addressing the leadership challenge of increasing motivation or decreasing confusion in your work environment.

Session 5

FOCUS

This session examines cases in which the individual leader's psychological frame of reference impacts choices and changes

Cases of adaptive leadership as opposed to technical leadership (Heifetz)
Cases representative of urgency and the prime catalyst to change (Kotter)
Cases in which experience comes before theory in change initiatives (Fullan)

PREPARATION

1. Read Heifetz or Kotter or Fullan. Each of these authors takes a different approach to how institutions and individuals approach leadership challenges
2. With class members who chose the same literature, design a 30 minute presentation that introduces your chosen author and what advice he would provide in relation to the higher education challenges that have been recurrent through our past four sessions. Give particular attention to how the advice of your author might potentially increase motivation and decrease confusion. Speak to yourself and others in your position as if you were the author visiting your institution and making suggestions for improvement.
3. Prepare your talking points which can assist with the development of your group presentation and will be used again in the social dilemma activity in class.

IN CLASS ACTIVITIES

1. Presentation of consulting advice based on the beliefs of either of the three authors.
2. With one other person, choose one social dilemma of the last five years. How do the leadership case examples from any case study text used in this course speak to American citizens and the decisions confronting leaders at local or national levels?