

领导力学习与实践

Leadership Learning and Practice

INSTRUCTOR: Lu, Yung-Pin, Ph.D. **PROGRAM:** Summer Program
SEMESTER: Summer 2019 **TIME:** 10 weeks
TIME: ***** **LOCATION:** *****
E-MAIL: yungpin@sjtu.edu.cn **PHONE NUMBER:** 18721-355-633
OFFICE NUMBER: By Appointment **OFFICE HOURS:** 30 minutes before/after the class

COURSE DESCRIPTION:

Students would learn, observe, practice, and challenge by answering questions: What is leadership study? What is leadership? Who is a leader? Who has leadership? As a high interactive class, students would have many chances to reflect their leadership through understand personal value, vision, and life-long purpose as well as hands on to practice in their daily life and the team project. The multiple leadership theories, models, and techniques also would offer during the class for students which provides a great picture learning to build up the foundation of leadership development both in academic and practice files.

COURSE OBJECTIVES: Learners will

- Increase their understanding of personal leadership
- Develop the mind-set of “True Leadership”
- Identify what personal value, belief, vision of their life-long learning journey.
- Discover and make dialogue various theories of leadership theories, models, and concepts.
- Practice leadership learning in their daily life and the team project.

Evaluation Methods:

1. Attendant Dialogue (Include the off-campus event) (Individual)	10%
2. Individual Leadership Evaluation Portfolio (I)	20%
3. Leadership Board Game (T)- Presentation + Product	25%
4. Excellent Leadership Interview (T)- Presentation + Report	25%
5. Individual Final Reflection paper (I)	20%

REQUIRED TEXTS:

NO significant textbook, but with some article readings.

ACADEMIC HONESTY POLICY:

The rules and procedures set forth in the Student Handbook dealing with academic honesty will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited pursuant to **University Reference Manual** through university library system.

GRADING CRITERIA:

Each assignment requires something different of the students. Grading is based on the students' success in responding to the questions raised in each assignment. Papers which require analysis on the part of the students will be evaluated on the basis of the students' ability to integrate material from

discussion and the texts into their writings. (Students should adhere to the **APA stylebooks** when writing papers.)

All work will be given a numerical grade. At the conclusion of the course, grades will be calculated and letter grades assigned. Students may inquire about their standing in the course at any time during the semester. The following grading scale will be used in the course:

89% - 87% = B+	100% - 93% = A	92% - 90% = A-
79% - 77% = C+	86% - 83% = B	82% - 80% = B-
69% - 67% = D+	76% - 73% = C	72% - 70% = C-
<60% = F	66% - 63% = D	62% - 60% = D-

ATTENDANCE POLICY:

Lecture, in-class discussion and small group work make up over 90% of the class; consequently, students are expected to attend class. In instances when a student is unable to come to class, notification of the instructor is in order.

CLASS PREPARATION AND EXPECTATIONS:

Students are expected to be prepared to discuss the readings that are assigned for each class. Course content is challenging and frequently requires students to reflect on their own personal behavior. Thus it is important to plan ahead and make sure you have thoroughly read the material before coming to class. If you don't read, we'll have no substance for discussions and the course will degenerate into an exchange of personal anecdotes/opinions. You cannot hope to be successful in this course if you get behind in the reading or don't take assignments seriously.

Second, we expect students to openly discuss material. Everyone's involvement is necessary to get a balanced view of the material. You are encouraged to challenge the ideas presented by the text, the instructors and other members of the class.

CLASSROOM AND CAMPUS EXPECTATIONS:

Students are encouraged to maximize the learning experience offered through Shanghai Jiao Tong University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Shanghai Jiao Tong University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Shanghai Jiao Tong University **(this includes online, Face Book, Wechat, Line and other social networking sites, web-based venues).**

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

COURSE SEQUENCE:

(Dates are approximate and subject to change.)

COURSE SEQUENCE:

(Information would be change bases upon the learning context and situation)

Session	Pre-reading	Assignments	Content to Be Covered
Session 1 Beginning	Introduction	Individual Leadership Evaluation Portfolio (I)	Introduction of the class What is leadership study ? What is leadership ? Who is a leader ? Who has a leadership ? The foundation of leadership The elements of leadership activities Three level of leadership development
Session 2 Values	Understanding yourself	Individual Leadership Evaluation Portfolio (I)	What is my leadership? Who am I? The true confident of objective and subjective review The review of the vision and value
Session 3 Guanxi	Understanding Others	Individual Leadership Evaluation Portfolio (I)	Giving theory? Who is giver, taker, and exchanger? The vision vs. Goal
Session 4 Excellent Leaders		Individual Leadership Evaluation Portfolio (I)	Excellent Leadership Interview Qualitative research practice The connection between practitioner and Academic works
Session 5 Great Man theory		Individual Leadership Evaluation Portfolio (I)	Great Man Theory The historical review of leadership study processes
Session 6 Multiple Theories		Individual Leadership Evaluation Portfolio (I)	Theory 1, 2, 3, 4, 5, 6, 7, 8
Session 7 Last two Theories		Individual Leadership Evaluation Portfolio (I)	Theory 7, 8

Session 8		Preparing Leadership Board Game(T)	Proposal and Rehearsal of Leadership Board Game Team meeting
Session 9		Leadership Board Game (T)	Presentation and Display Leadership Board Game
Session 10		Excellent Leadership Interview(T) Individual Final Reflection paper (I)	Presentation of Excellent Leadership Interview Review the learning from the class and make a conclusion of the developments.
The END of the Class			