



Chaminade
University
OF HONOLULU

MBA-600 Leading People in Organizations

2024 WIN (8 Jan - 18 Mar)
Online

Instructor: Brian Fila

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Office Hours: Optional Weekly Zoom calls are scheduled each Tuesday at 6:30 p.m. HST, also by Appointment on Zoom.

Instructor's Background: I am a small business owner focused on developing leaders worldwide. I am a retired United States Senior Executive Service member with 32 years of experience as a U.S. Department of Defense and the U.S. Intelligence Community leader. Over this time, I also completed a 30-year career in the U.S. Navy, leading in operational and intelligence-related positions, retiring at the rank of Captain (O-6). I've been practicing leadership for forty-six years, 27 of which as a teacher, coach, and practitioner. I look forward to learning with you as we develop our competence and capacity as leaders.

Course Description:

Provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, using people's best abilities, and building social influence and personal power. Examines the impact of management culture and organizational structure on the success of individuals and teams. Attention is given to strategic and political dimensions of leadership in organizations.

Prerequisites: None

Marianist Values:

Five principles mark education in the Marianist Tradition, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking

justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God;
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep;
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship;
4. Educate for Service, Justice, and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom;
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

Our Marianist tradition encourages us to develop our moral character and personal competencies continually. On the wall of each classroom hangs a symbol of death and life. Together, we will learn the principles of leading people explained by and exemplified by the finest leader ever to have walked this Earth, Jesus of Nazareth. Leading with a servant mindset, Jesus often told us that the example of the shepherd is best to shape our thinking as we lead, develop, and care for others. Wherever you are in your spiritual journey, this class will stress service to others with a commitment to build a just and peaceful society. Pope Francis offers us these words of encouragement, “Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world.”

Program Learning Outcomes:

MBA 600 - This course addresses the following Master of Business Administration program requirements:

- Use concepts and processes of marketing and management to inform organizational decisions that enhance value creation.
- Use the appropriate framework to analyze ethical dilemmas and inform organizational decisions.
- Identify appropriate leader actions for enhancing individual, group, and organizational effectiveness in accordance with principles of leadership dynamics.
- Assess and create a strategy for organizations in specified business environments in accordance with central components and processes of strategic management.
- Apply the law and principles of Aloha to business decision-making and actions.
- Apply systems thinking to local and global island business issues, identifying the features of healthy living systems.

Course Learning Outcomes:

MBA 600 - Upon successful completion of the course, MBA students will be able to:

- Collect, integrate, synthesize, and express the use of leadership and human behavior theory as it relates to maximizing workforce productivity in the accomplishment of mission and achieving sustained competitive advantage.

- Express in personal trait analyses, introspective essays, and a final project how individual strengths and opportunities for growth can be formulated, compiled, and adapted to lead others effectively in the workplace.
- Develop and construct a working leadership model consistent with contemporary leadership and management theory and facilitate appropriate interventions across several workplace scenarios.
- Formulate, structure, and compose evidenced-based essays, case study responses, and video presentations that integrate course concepts, theories, and frameworks, communicating them verbally and in writing through informed conclusions.

Required Materials:

Textbooks:

1. Cook, T. (2021) *Lead, Develop, Care: Shaping the Different Kind of Leader*. Second Edition Charlottesville, VA: LDC Publishing. (Students will need to order this book on Amazon as it is unavailable through the bookstore.)

Additional material may be included for each class on Canvas. You must check the course website each week and complete supplemental readings.

Course Structure:

Welcome to MBA 600. We will spend the next ten weeks together learning about ourselves, the latest theories on leading people, and practical tools that can be applied when they are introduced in the reading and lectures. Regardless of your interests, background, or experience, your presence in this MBA program identifies you as a leader. Our goal is for you to build on your personal experience, encouraging you to develop your knowledge, skills, and understanding of leading others to places they would likely not go if left to their own devices. This begins with you developing and demonstrating an understanding of leadership theories and human behavior that culminates in accomplishing your organization's mission. Leading isn't necessary unless there is something to be done, a goal, or a task to be completed.

We will also encourage you to expand and demonstrate your understanding of your personal identity as a leader. You will be encouraged to investigate who you were made to be, shaped by life's experiences and the wisdom of others. You will be encouraged to unpack and examine your own personal theories and assumptions about people, God's purposeful design, and what it will take for you to lead people well. This facet of the course requires that you use the reading, self-assessments, and substantive reflection on your perspective of how you came to think and act the way you do.

Finally, you will be encouraged to expand and demonstrate your ability to be a scholar-practitioner and to use knowledge of theory and theology to determine appropriate actions consistent with sound moral character. Your leadership success will be determined by your understanding of both the physical and the metaphysical.

Our class week begins at 12:01 a.m. Monday morning of the respective week, e.g., Week 1. The class week ends at 11:59 p.m. on the following Sunday, six days later. Therefore, all assignments, case

studies, discussion board posts, and discussion board responses will need to be posted before 11:59 p.m. on Sunday. In the case of discussion board responses, these are due the week following the discussion post was assigned, i.e., you have a whole week after the discussion post is due to respond.

This class meets the national standard for a three-credit master's level seminar, requiring you to complete weekly assignments according to a defined schedule. To aid you in planning your schedule, you may find that you will be devoting approximately 675 minutes (11.25 hours) a week to this class. Each week, you will likely spend eight hours of preparation time, including weekly reading done at your own pace, watching lectures, listening to posted videos, and actively participating in an intelligent, ongoing discussion of the course content by completing the weekly discussion assignments. Upon completing this, you will likely spend an additional 3.25 hours analyzing, writing, and commenting on discussion posts and case studies. As we all learn at different paces, you must communicate to me if the class content exceeds these expectations. This class is not about facts, definitions, or theories to memorize, regurgitate, and later forget. There are no exams in this seminar. Instead, please demonstrate your ideas and thinking through your writing and video assignments.

Course Requirements and Policies:

Office Hours: I encourage you to meet with me if you have any questions or comments. Zoom is more efficient and effective than email. Communicating your ideas effectively in writing is essential to success in this seminar and your career. I realize that many of you have full-time employment besides your studies. Therefore, I am available by phone between 8:00 a.m. and 8:00 p.m., seven days a week. Feel free to text me. Abusing this policy will result in its termination.

Instructor Feedback: My goal is to reply to all seminar participants' emails and inquiries within 24 hours. Urgent requests should be made by text or phone. You should be checking your Chaminade email account regularly. Please text me if I don't respond to an email within 24 hours.

Course Requirements and Policies:

Method of Evaluation: The class is based on 1000 points distributed as follows:

Case Studies (three) 100 pts each	300 pts
Discussion Posts (six) 25 pts each	150 pts
Discussion Post Responses (five) 25 pts each	125 pts
Essays (two) 100 pts each	200 pts
Final Project Video	200 pts
Course Critique	25 pts

Total Points: A (≥ 931), A- (930-900), B+ (899-880), B (879-830), B- (829-800), F (≤ 799).

Failure to complete an assignment will result in a 0 for the assignment, creating a severe penalty. Final course grades will be determined based on final point totals. Extra credit assignments are included throughout the course to build your point total. Not all extra credit assignments appear in the syllabus.

Late Work Policy: I strongly encourage you to submit work on time, as you will be penalized if you do not – a reduction of three points each week past the due date and time. Exceptions, such as a documented

medical condition, family emergency, military duty, or TDY, will only be considered in extraordinary circumstances. No work will be accepted after 11:59 p.m. on 18 March 2024.

Credit Hour Policy: The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This course is divided into modules as outlined in the activities schedule below. There are 9 modules in this course, and each module should take approximately 15 hours to complete. The assignments and discussions should each take approximately 1-2 hours to complete, with the exception of the Observation and Participation Assignment in Week 10, which should take approximately 8 hours to complete. The rest of the course time will be spent reading assigned texts and watching video presentations. The total time required to complete all the course-related activities for this class is 135 hours.

Technical Requirements: While the Chaminade University of Honolulu provides educational software (Canvas) for class use, it is your responsibility to ensure that you have access to a reliable computer with an Internet connection. In addition to an Internet browser, you will need Adobe Reader and a media player software installed on your computer. If you have any technical questions or/and problems, contact helpdesk@chaminade.edu or call (808) 735-4855. Search for help using Canvas at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#jive_content_id_Students

Tutoring and Writing Services: Chaminade is proud to offer all students free, one-on-one tutoring and writing assistance. Tutoring and writing help is available on campus at the Kōkua ‘Ike: Center for Student Learning in a variety of subjects from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, a list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Academic Integrity: Students should conduct themselves in a manner that reflects the ideals of our Marianist tradition and the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally concluded. Policies on Academic Integrity can be found at <https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/academichonesty>.

Any student who cheats on an academic exercise (all forms of work submitted within a course for points, grades, or credit) or who hands in, as a completed assignment, work that is not the result of the student's own efforts will be penalized. Academic dishonesty could result in the failure of the class. This will be strictly enforced and includes plagiarism (cutting and pasting or using essay writing services) from the internet. While the internet has made plagiarism more tempting for students, it has made it easier to detect. If in doubt, always cite. If you have read more than a few sentences of an article or news item or viewed a portion of a video, add it as a reference, even if you do not cite the item in a footnote/endnote. All citations should follow APA formatting guidelines. Following this strategy demonstrates your research efforts and may aid you if there is a question of whether your paraphrasing crossed the threshold into plagiarism. "I failed to paraphrase a cited article appropriately" is always a better argument for leniency than explaining how a verbatim portion of an uncited/unreferenced article inexplicably found its way into your work.

Accessibility Services (ADA accommodation):

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act Amendments Act 2008 (ADAAA), Title III (Public Accommodations), the Chaminade University of Honolulu does not discriminate against individuals with disabilities. Any student who feels he/she may need an accommodation based on the impact of a disability is invited to contact the Kōkua 'Ike Center for Student Learning at (808) 739-8305 to schedule an appointment. Verification of a disability will be requested through appropriate documentation, and once received, it will take up to approximately 2-3 weeks to review. For further information, visit <https://chaminade.edu/ada-accommodations>. Students are not expected to disclose their specific disability to the instructor. While all accommodations are approved by the Kōkua 'Ike Center, please feel free to speak with me to discuss any needs you may have to ensure your full participation in the class.

TITLE IX – Sex Discrimination and Sexual Harassment Policy:

The Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct and physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct or physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I want to promote a safe and healthy environment. Should I learn of any sexual misconduct or physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services. These policies apply to online behavior in posting material and comments on Canvas in response to class assignments.

Course Outline and Reading Assignments:

Please note that this is a preliminary schedule of reading assignments. The instructor reserves the right to alter the course outline and calendar as circumstances dictate. Any changes will be announced online and by email. Students are responsible for obtaining this information.

	DATES	READING SCHEDULE & ASSIGNMENTS DUE
Week 1	8-14 Jan	<p>Introduction to Theory</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 1 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #1 (W1D1 worth 12.5 Discussion pts) 2. Assignment 1 (W1A1 worth 12.5 Discussion pts) 3. Keirsey Temperament Sorter (5 pts extra credit) 4. Big 5 Personality Test (5 pts extra credit)
Week 2	15-21 Jan	<p>Psychology of Leading</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #2 (25 pts) 2. Emotional Intelligence Assessment (W2A1 worth 5 pts extra credit)
Week 3	22-28 Jan	<p>The Component Parts of Leading</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 2, 3, 4 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Case Study #1 (100 pts) 2. Discussion Response #1 (25 pts)

Week 4	29 Jan - 4 Feb	<p>Leading in Groups and Organizations</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 5, 6, 7, 8 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #3 (25 pts) 2. Essay #1 (100 pts)
Week 5	5-11 Feb	<p>Leading Up</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 9, 10, 11 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #4 (25 pts) 2. Discussion Response #2 (25 pts)
Week 6	12-18 Feb	<p>Group Dynamics - Camaraderie</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 12, 13, 14, 15 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Case Study #2 (100 pts) 2. Discussion Response #3 (25 pts)
Week 7	19-25 Feb	<p>Spoilers</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #5 (25 pts)

Week 8	26 Feb - 3 Mar	<p>Integrated Trust</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Lead, Develop, Care - CH 16 B. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Essay #2 (100 pts) 2. Discussion Post #6 (25 pts) 3. Discussion Response #4 (25 pts)
Week 9	4-10 Mar	<p>Lifelong Learning</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Case Study #3 (100 pts) 2. Discussion Response #5 (25 pts)
Week 10	11-17 Mar	<p>Leading Capstone</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Online Reading <p>Assignments:</p> <ul style="list-style-type: none"> 1. Final Project (200 pts) 2. Critique - Part A and Part B (25 pts)