

San José State University
Lucas Graduate School of Business
Master of Science in Transportation Management
MTM 217: Leadership and Management of Transportation Organizations
Spring-B 2019

Course and Instructor Contact Information

Instructor:	Beverly A. Scott, Ph.D.
Office Location:	Contact instructor
Telephone:	510.529.4994
Email:	beverly@beverlyscottassociates.com
Office Hours:	By appointment; schedule call-in appointment by e-mail (beverly@beverlyscottassociates.com), at least 48 hours in advance.
Class Day/Time:	Tuesdays, 5:30 – 9:30 pm, March 19 – May 21
Classroom:	Join class online or at specified video-conferencing locations (For locations, contact the MSTM Coordinator, Michelle Waldron)
Course website:	Canvas (http://sjsu.instructure.com)

Course Format

Students must have regular access to email and the internet in order to communicate with the instructor, submit assignments, and engage in other class activities.

Students attend class sessions by going in person to one of the MTM program videoconferencing sites *or* by joining online using Zoom, SJSU's online meeting application. Details on each option are as follows:

MTM Class Videoconferencing Sites:

Videoconference sites are located at the Lucas Business Complex (Santa Clara, CA), Caltrans district offices, and other participating agencies. For information about these options, contact the Program Coordinator, Michelle Waldron, at michelle.waldron@sjsu.edu.

Online Access via Zoom:

You can join class using SJSU Zoom from any location, as long as you:

- Are in a quiet room without distractions (e.g., no family members or colleagues walking through or asking questions)
- Have stable internet access

- Use a video camera and good quality microphone so that you are seen as well as heard
(Note: it is requirement to use a camera if you join class via Zoom)
- Follow good "meeting etiquette" principles
(here's one such list: blog.gotomeeting.com/7-rules-virtual-meeting-etiquette-every-professional-know/)

To access class sessions by Zoom, click on the following link from your computer or tablet: <https://sjsu.zoom.us/j/223643588>

Plan to join at least ten minutes before 5:30 pm, to make sure you are ready when class begins. (The very first time you join from a computer or device, allow extra time for set-up.)

The university has many useful tutorials on how to use Zoom here: <http://www.sjsu.edu/ecampus/teaching-tools/zoom/index.html>.

Course Description

A study of the human resource aspects of managing transportation systems, including labor/management collaboration/negotiation and consultative employee relations programs. Builds skills in leadership and team building within the context of bringing about organizational change in a complex transportation system.

MSTM Program Goals:

(Note: Not all program learning goals are covered in every course)

Goal One: Management of Transportation Organizations

Develop a system-level and global perspective on the management of transportation organizations.

Goal Two: Transportation Policy

Develop an awareness of the transportation policy environment, including fiscal mechanisms, legislative structures, and intergovernmental coordination.

Goal Three: Leadership

Develop potential for leadership in transportation organizations.

Goal Four: Communication Skills

Develop written and oral communication skills and techniques.

Goal Five: Analytical Skills

Develop ability to analyze management issues and situations using appropriate conceptual approaches.

Goal Six: Information Technology

Develop basic understanding of commonly used information technology applications used by the transportation industry.

Course Learning Outcomes

This course teaches about principles of leadership and management by applying theoretical models to real-world transportation challenges, such as climate change; technological change, disruption and innovation; and addressing the challenges of rising inequality. Through readings, self-assessment exercises, peer-peer classroom discussions, case-study analyses, and writing assignments, students develop the self-knowledge and self-assessment skills necessary for life-long leadership learning. Topics covered include, but are not limited to:

- The Personal Leadership Journey
- Leadership & Management Fundamentals
- Approaches to Strategic Planning, Critical Thinking, Problem-Solving & Decision-Making

- The Transportation Decision-Making Context: Internal and External Considerations
- Organizational Dynamics; Change Management
- Leading, Managing & Preparing People
- Positive Labor-Management Relations
- Diversity & Inclusion: Valuing the Importance of Multi-Cultural Differences

Upon successful completion of this course, students will be able to:

1. Assess their personal strengths and areas for growth as leaders, and use this self-knowledge to build the habits of continuous learning that are essential to effective leadership.
2. Make management decisions that are informed by understanding of models of leadership, management, and execution, as well as understanding of the major challenges and opportunities facing the transportation sector in the 21st century.
3. Effectively communicate and prepare written assessments that explain, analyze, and recommend organizational and people-centered action(s) to address transport challenges and opportunities.

Required Texts/Readings

Required Readings

U.S. Department of Transportation, “Beyond Traffic 20145: Final Report, Trends, pp. 1 – 117,
<https://www.transportation.gov>.

U.S. Department of Transportation Strategic Plan for FY 2018-2022 – February 2018,
<https://www.transportation.gov>.

The National Academies of Sciences, Engineering, and Medicine 2019. “Critical Issues in Transportation”, The National Academies Press, ISBN 978-0-309-48676-7/DOI 10.17226/25314. [The PDF is available at <http://nap.edu/25314>.]

USDOT Ladders of Opportunity – <https://www.transportation.gov/overview-ladders-opportunity>;
 Letter from US Transportation Secretary Anthony Foxx – U.S. Employment Plan –
<https://www.transit.dot.gov/funding/procurement/letter-us>.

US Employment Plan Resources – Jobs to Move America – <https://jobstomoveamerica.org/resources/us-employment-plan-resources-2>.

HBR’s 10 Must Reads on Leadership (with featured article “What makes an Effective Executive, by Peter Drucker) – by Harvard Business Review (paperback in stock at Amazon.com); also available at Harvard Business Review Publications.

HBR’s 10 Must Reads on Managing Yourself - Harvard Business Review (paperback in stock at Amazon.com); also available at Harvard Business Review Publications.

Supplemental Readings:

National Climate Assessment (NCA), Volume II: Impacts, Risks, and Adaptation in the United States – NCA4 Report-In-Brief, November 2018; Required Reading – pgs. 1-64 (Summary/Overview), 70-73 (Energy Supply), Built Environment, Urban Systems and Cities (92-95), Transportation/Air Quality – 95-101; <https://nca2018.globalchange.gov>.

“Forces of Change: The Future of Mobility” – Scott Corwin and Derek M. Pankratz, Deloitte Insights, <https://www.2.deloitte.com>.

“Jobs lost, Jobs gained: What the future of work will mean for jobs, skills, and wages (November 2017 report) – James Manyika et. als., McKinsey Global Institute; <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>.

“Inclusive Economics” – Surdna Foundation (<https://surdna.org>).

“Inclusive Infrastructure” – Brookings Metropolitan Policy Program, May 15, 2018 panel, <https://www.brookings.edu>.

PolicyLink “All-In-Cities Initiative”, www.policylink.org/our-work/economy/all-in-cities.

“All-In-Cities: Building an Equitable Economy from the Ground Up” – Sarah Treuhaft, PolicyLink 2015, www.gctuw.org.

“Green New Deal”, 116th Congress, 1st Session, House Resolution (Representatives Ocasio–Cortez and Markey) – <https://assets.documentcloud.org/documents/5729033/Green-New-Deal-FINAL.pdf>.

National Academies of Sciences, Engineering, and Medicine 2018. “Renewing the National Commitment to the Interstate Highway System: A Foundation for the Future” (2018), The National Academies Press, ISBN 978-0-309-48755-9/DOI 10.17226/25334. [This PDF is available at <http://nap.edu/25334>.]

US Department of Transportation Automated Vehicles Activities – www.transportation.gov/AV.

“Autonomous Vehicles/Self-Driving Vehicles Enacted Legislation” (11/7/2018) – National Conference of State Legislators”, www.ncsl.org.

Library Liaison

The Library Liaison for the Lucas Graduate School of Business is Christa Bailey (christa.bailey@sjsu.edu).

Course Requirements and Assignments

This is a graduate seminar. The primary format for the class is discussion, formal presentation, research and report preparation.

The major graded components of the course are summarized below. ***ALL written class assignments are due by Friday at noon (Pacific Standard Time) before the Tuesday class in which they will be discussed.***

All written assignments. (reports/presentations) are expected to be of high quality – all reports should be checked and proofed for spelling and grammatical accuracy prior to submission.

The “intended” audience for the Mid-Term Presentation and Final Examination is senior/executive management. The business tone and style used should be appropriate for that audience, i.e., clear purpose and importance of the topic, straightforward presentation of key considerations (data, facts, conflicting/different

approaches), organizational/business impacts; recommendations, and high points regarding Next Steps. As appropriate, references/links to key data sources are to be included (see *The Chicago Manual of Style* as one example for information on proper sourcing).

- **Class Participation: All Classes**

Active participation and peer-to-peer interaction are essential to ensure maximum personal benefit for each student and all members of the class. Students are expected to complete assigned readings, and actively participate during class discussions. For each class, students should be prepared to briefly share a real-world example of leadership particularly relevant to the topic(s) being discussed, including reason(s) for the selection, and perspective(s) on lessons learned.

- **Writing Assignment 1: Due on April 5th (Noon, Pacific Time Zone)**

Initial class sessions are focused on identified priorities, trends and challenges facing the Transportation Sector in the 21st Century that have significant impact on the overall context of decision-making for transport leaders and managers. Some factors like increases to pedestrian fatalities are specific to the transport sector while others such as climate change and sharply rising inequality levels are not.

From a leadership development perspective, students are to prepare a written report (i.e., 7-10 page length, double-spaced) which addresses the following; (a) 3-5 major leadership/management take-aways from these readings and class discussions that you feel were most informative and insightful -- “why”; and, (b) specific personal development actions that you will take in order to be better prepared to more effectively address current and future transport sector priorities, challenges and opportunities.

The Writing Assignment is expected to be 7-10 pages in length (double-spaced).

- **Writing Assignment 2: Due on April 19th (Noon, Pacific Time Zone)**

Prepare a Personal Leadership Development Plan for the Year that will be submitted to the Instructor (with the personal goal of periodic review and annual update of your journal). Each student should also be prepared to formally share an aspect of their Personal Leadership Development Plan as a part of the class discussion.

Students will prepare their Personal Leadership Development Plan by considering each of the following questions. The following sources have been utilized to prepare this template: Ron Ashkenas and Brook Manville, authors of the Harvard Business Review “Leader’s Handbook”, John C. Maxwell’s “The Power of Your Potential”, HBR’s 10 Must Reads “On Managing Yourself”, and HBR’s Must Reads “On Leadership”.

What is your sense of purpose? What do you care about? What are your values? What are the things in your life (and, at work) that make you most energized? What are the things in your life with a focus on the work environment (situations, type(s) of activity) that most wear you down?

What are you aiming at in your life? What is the vision that you have in your mind of what you want to accomplish in your life overall – career and personal life? What does success “look” and “feel like” to you? Be as specific as you can be.

How high do you want to reach for work “success” – and, what are you prepared to give to achieve that success?

To date, what are the factors that you feel have made you successful? Conversely, what factors do you feel are most holding you back from your future growth – getting in your way? How do you plan on improving yourself in the areas you feel are most holding you back?

How do you best learn – listening, reading/research, “seeing” and “doing” – all have their place?

In what types of situations do you think you are your best as a leader (most effective)? When are you least effective?

In terms of working relationships – what are the principles and standards you try to follow in working with others? Do you feel that you effectively “build” and “manage” relationships? What is your primary focus in relationships – “how you can help him/her” – or, “how, they can help you”?

Where are you strongest, and less strong in working with others – why? What do you do to help develop others? What feedback have you received in this area? What would your supervisors and external stakeholders /customers say about leadership strengths/areas for improvement? What about your peers? Finally, what would your subordinates say about your leadership?

What are the concrete knowledge and skills that you need to do your job today? What do you have, what do you lack, what do you need to strengthen or build upon?

In terms of your leadership “potential” – and, future professional development, what is your specific plan of action for acquiring new/enhanced knowledge, skills, experience – provide at least three (3) concrete examples? What aspects of your professional development can you largely accomplish independently?

How do you plan to establish and maintain work/life balance – and, take care of your personal health? How do you replenish yourself – your personal energy stock?

How do you assess whether or not you have had a good day – at work – overall?

How much time do you intentionally put into developing your leadership skills – a lot, some, not very much?

Add any other key points that you feel are personally important for you to address and include.

Finally, based on your answers to the questions and other reflections, conclude with preparation of your Personal Leadership Development Plan for the coming year – including specific actions to be taken – both formal and informal opportunities for learning and improving in the coming year. And, a strategy for assessing your personal progress and receiving other knowledgeable feedback.

Your Personal Leadership Development Plan is expected to be between 5-7 pages in length (double-spaced); and will incorporate the key elements highlighted in this section.

- **Mid-Term Class Presentation: Due on May 3, 2019 (Noon, Pacific Time Zone)**

Students will prepare and deliver a 7-10 minute formal in-class presentation on their perspectives of leadership challenges/opportunities in the transport sector -- resulting from climate change, the impact of new technologies, rising inequality among people and communities across the United States; “or” the significant people-readiness issues facing the transport sector – with a focus on actions that can be taken to better prepare transit organizations, the general public, and transport customers to more effectively address these changes. These presentations must draw on lessons learned from class readings and discussion, as well as the student’s personal experiences and knowledge.

The “audience” for these presentations is department heads (senior executives) across your respective organizations. The format for the overall presentation will be a Power Point which begins with a summary of your key points (high level findings, conclusions, recommendations) and is accompanied by a brief written Executive Summary (1-2 pages, double-spaced).

Each student is advised to REHEARSE his/her presentation delivery. ***Presentations will be timed; and there will be a “hard stop” at 10 minutes.*** The content as well as the delivery of the presentation will be evaluated, i.e., 75% attributable to the content and 25% to delivery. It is recommended that some rehearsals should be on video. This can easily be accomplished on a smartphone. Review the video to

assess both content and delivery – presence (comfortable and in command of the material), voice/tone, expressions, and gestures.

Each student is expected to make arrangements to ensure their class presentation is recorded on the day of the class so he/she will have the opportunity to personally review and assess their performance.

- **Final Examination: Business Case Summary Report, Due May 17th (Noon, Pacific Time Zone); the proposed topic for the Business Case is due to the Instructor by April 12th (Noon, Pacific Time Zone).**

Students will prepare a Business Case Topic (approximately 10- page length, double-spaced) of specific relevance to their work that identifies an opportunity that will be of tangible benefit to the organization.

The audience for this written Business Case report is the organization’s CEO and executive management team. Envision this report as your opportunity to gain initial approval to proceed with your idea from senior/executive management. ***The proposed Business Case topic must be submitted to the Instructor for review/concurrence on or before April 12th (by Noon, Pacific Time Zone) – the Instructor’s review and comments will be completed by April 19th.***

This type of business assessment is typically developed during the early stages of an identified “potential” organizational opportunity. The Business Case Summary Report should succinctly convey vital information about the proposed project/initiative. In a brief, but, in a clear, factual and impactful manner, it should include the following elements: (a) Problem Statement/Highlight Key Background Information - identify the problem/challenge/goal being considered and “why” it is important; (b) Business Objective(s) - identify the objective(s) – what is planned to be accomplished, including major benefits (i.e., safety, quality, time, cost savings, revenue generation, customer satisfaction) and potential known risks; (c) Option Identification and Selection; (d) Rough Order of Magnitude Costs – including any notable impact(s) on operations, employees, customers, the general public; (e) Organizational/People-Readiness to deliver; (f) Proposed Next Steps – actions, timeframe, resources needed to advance to the next critical milestone.

[NOTE: This is an illustrative template. In the real-world, the range of potential projects, associated complexity, cost/resource requirements, benefits, criticality will vary tremendously and ultimately determine the extent of required planning and development.]

- **Optional Extra Credit: Resume Preparation/April 18th (5:30 pm – 8:00 pm, Pacific Time Zone) Department Resume Preparation Work Session – by ZOOM.**

Students must participate in the on-line Workshop and submit a Resume incorporating the workshop content on or before **Friday, May 17th (Noon, Pacific Time Zone) in order to be eligible to receive extra credit.**

NOTE: Any significant changes to the Syllabus (including Topics, Readings or Assignments) will be announced in class and posted on the SJSU Class Portal. If you miss a class, it is your responsibility to obtain the assignment and meet the required completion schedule.

Grading Information

Student grades for the course will be calculated using a system of 1000 points, as follows. Course Learning Objectives (CLOs) specifically addressed by each assignment are noted in priority order, starting with the primary CLO.

Task	% of Course Grade	Course Learning Objectives Addressed
Class Participation	20% (200 points)	1, 2
Writing Assignment 1	15% (150 points)	1, 3
Writing Assignment 2	15% (150 points)	1,2,3
Mid-Term Examination	25% (250 points)	1, 2, 3
Final Examination	25% (250 points)	2, 3

How to Submit Assignments

All assignments are to be submitted to the Canvas portal for the class *and* directly to the instructor's e-mail: beverly@beverlyscottassociates.com.

Penalty for Late Submittals

Missed classes and deadlines for completion of assignments are serious matters. Class attendance and participation are important for a student's personal learning; and for the total class experience. At the same time, students are advised that *attendance alone shall not be used as a criterion for "participation"*.

Written assignments, the Mid-Term Presentation and/or Final Examination turned in after the deadline will have 10% deducted for each calendar day from the initial due date.

For consistency and fairness, University Policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-1.pdf>) will be the guideline utilized by the Instructor in considering extraordinary circumstances.

Extra Credit Options

We will discuss some general aspects of Resume Preparation/update in our class, but for students who wish to learn more, the MSTM Director is arranging a student/alumni workshop on **Resume Preparation**. The workshop will be held on **Thursday, April 18th, 5:30 pm – 8:00 pm (Pacific)**. **Everyone will join by ZOOM**. In advance of the Workshop, students will receive guidance on how to write a resume. The workshop will be divided into presentation and a panel discussion, plus short one-on-one consultations for students who submit a resume in advance.

I will update our SJSU Class Portal with information on this opportunity as it becomes available.

A student may earn a **maximum extra credit value of 20 points** for participation in the Department's Resume Preparation Workshop and submission of an updated Resume on or before the last class session.

Classroom Protocol for the Lucas College Graduate School of Business

<http://www.sjsu.edu/cob/Students/policies/index.html>.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>".

Lucas College and Graduate School of Business Mission

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

Course Schedule

Note: This schedule is subject to change with fair notice. Change(s) will be posted on the Instructor's Canvas Portal for this class.

Date **Class Activities, Readings, & Assignments**

3/19/19 MTM 217 COURSE OVERVIEW

- Course Description/Format
- Instructor/Class Communications (incl. ZOOM) & Class Updates
- MTSM Program Goals
- Learning Objectives
- Required Texts/Readings (Supplemental Readings)
- Guest Lecturer – Dr. Patrick Sherry (Emotional Intelligence)
- Class Assignments - Instructor Overview
- Submissions/Late Penalties
- Optional Extra Credit - Department Resume Workshop
- Grading Information
- University Policies

Transportation Sector Leadership/Management Context

Leadership & Management Fundamentals

Your Personal Leadership Journey...

Highlighted Areas (Current Transport Sector/Societal Impacts/Future Implications): Climate Change, Technological Impacts (Autonomous Vehicles/Artificial Intelligence), Rising US/Global Inequality -- Inclusive Infrastructure/Economics & Social Justice; "People-Readiness": The Changing Face and World of Work.

3/26/19 THE TRANSPORTATION SECTOR in the 21st CENTURY (Leadership, Management, and the Decision-Making Context) – Part 1

Required Readings: USDOT Beyond Traffic 2045 – Trends Section, pp. 1-117;

USDOT Strategic Plan for FY 2018-2022 – <https://www.transportation.gov/dot-strategic-plan>;

TRB "Critical Issues in Transportation";

USDOT website, Overview of Ladders of Opportunity; Letter from US Transportation Secretary Anthony Foxx – US Employment Plan (February 28, 2016) – <https://www.transit.dot.gov/funding/procurement/letter-us>;

Jobs To Move America Resources – <https://jobstomoveamerica.org/resources/us-employment-plan-resources-2>.

4/2/19 THE TRANSPORTATION SECTOR IN THE 21st CENTURY (cont'd) – Part 2

[NOTE: Homework Assignment 1: Due April 5th, Noon (Pacific Time Zone)

4/9/19 Assignment 1 Class Report/Discussion – Class Discussion (60 minutes)

(a) What are your major learnings/take-aways from these readings? (b) How have you seen/experienced these impacts in your personal work/overall experience – be specific. (c) What personal leadership/management development actions have you already taken and/or are planning to take in the future to better equip yourself to effectively address the long-term and emerging trends that will shape our transportation system. (d) Other notable observations.

THE LEADERSHIP/MANAGEMENT JOURNEY – Part 1

What Leaders Really Do – John P. Kotter

What Makes a Leader – Daniel Goleman**

Primal Leadership: The Hidden Driver of Great Performance – Daniel Goleman, Richard Boyatzis, and Annie McKee**

What Makes an Effective Executive – Peter F. Drucker

Level 5 Leadership – Jim Collins

The Work of Leadership – Ronald Heifetz and Donald Laurie

Crucibles of Leadership – Warren G. Bennis and Robert J. Thomas

Seven Transformations of Leadership – David Rooke and William Torbert

In Praise of the Incomplete Leader – Deborah Ancona, Thomas Malone, Wanda Orlikowski, Peter Senge

Discovering Your Authentic Leadership – Bill George, Peter Sims, Andrew McLean, Diana Mayer

Why Should Anyone Be Led by You – Robert Goffee and Gareth Jones

Discussion Points: Leadership vs Management; Leadership Styles (Situational); Self-Awareness/Personal Professional Development/Branding; Individual and Organizational Alignment; Professional & Personal Networking; Work Life Balance; Ethics & Integrity.

**"Emotional Intelligence" – Guest Lecturer, Dr. Patrick Sherry (specific date TBD)

Required Readings: "HBR's 10 Must Reads on Leadership";

"HBR's 10 Must Reads On Managing Yourself.

[NOTE: Students will provide the proposed Business Case Summary topic for the Final Examination to the Instructor for review/concurrence on or before April 12th (by Noon, Pacific Time Zone) – the Instructor's review and any comments will be completed and provided to students by April 19th.]

4/16/19

THE LEADERSHIP/MANAGEMENT JOURNEY – Part 2

How Will You Measure Your Life – Clayton Christensen
Managing Oneself – Peter Drucker
What to Ask the Person in the Mirror – Robert S. Kaplan
Reclaim Your Job – Sumantra Ghoshal and Heike Bruch
Be a Better Leader, Have a Richer Life – Stewart Friedman
Moments of Greatness – Robert E. Quinn

Discussion Points: Vision, Mission, Values, Goals, Priorities, Performance, Accountability & Reporting; Institutional/Governance Framework: Follow the Decision-Making & Follow the Money; Finance Fundamentals; the Environmental Scan: “SWOC” Analysis; Strategy Mapping; Strategic/Tactical Decision-Making; the Balanced Scorecard; Organizational Change & Change Management; People/Workforce Considerations in the 21st Century, i.e., changing demographics and societal trends; multigenerational workforce; diversity/multi-cultural, gender impacts and disparities; Technological Impacts (i.e., AV & AI).

[NOTES: Assignment 2 Written Assignment Due to Instructor on April 19th, Noon (Pacific Standard Time); OPTIONAL Extra Credit Department Workshop: Resume Preparation Work Session on April 18th (by ZOOM, 5:30 pm-8:00 pm EST).]

4/23/19

THE LEADERSHIP/MANAGEMENT JOURNEY – Part 3

Assignment 2 Class Report/Discussion -- Personal Leadership Development Plan (60 minutes)
Students will select particular points they want to share with the class, including specific “actions” identified to improve, strengthen, address specific areas.

Management Time: Who’s Got the Monkey? – William Oncken, Jr., and Donald L. Wass
Manage Your Energy, Not Your Time – Tony Schwartz and Catherine McCarthy
How Resilience Works – Diane L. Coutu

Discussion Points: Leadership/Management 101 – the 1st 90 Days; “Managing Up”; “People Are Our Greatest Resource” - employee selection, retention, motivation, performance assessment (360 approach), career development/succession planning; Resume Preparation Tips; Labor-Management Relationships/Partnerships; Team Building; Time Management/Effective Meetings; Delegation; Organizational Culture – empowerment, facilitating innovation and risk taking; Putting It All Together.

4/30/19

THE LEADERSHIP/MANAGEMENT JOURNEY – Part 4

Discussion Points: Business Case Development: Effective Business Writing Tips; Communications Styles; Awareness of Personal Style; Conflict Resolution; Effective Listening & Negotiations; Non-Verbal, Electronic/E-Mail (Effective Use of Social Media – Cautions & Controls), and Verbal Communications; Conflict Resolution & Dealing with Difficult Conversations; Effective Negotiations Tips; Meaningful Public/Stakeholder/Customer Participation & Engagement.

[NOTE: Mid-Term Class Presentations Due to Instructor on May 3rd – the Power Point and brief written Executive Summary (by Noon. Pacific Time Zone).]

5/7/19 MID-TERM CLASS PRESENTATIONS: Students will give a 7-10 minute formal in-class presentation on their perspectives of leadership challenges/opportunities in the transport sector. Presentations will be timed – a maximum 10 minute “hard stop” will be strictly maintained.

5/14/19 STUDENT-INSTRUCTOR 1-1 DISCUSSIONS (scheduled during the week of 5/13/19)

Instructor will ask each student which topic he/she would like to further examine and discuss during the final class. The Instructor will take the top 3 items and update the Class Portal with the result.

[NOTES: Final Examination: Business Case Summary Report, Due to Instructor May 17th (by Noon, Pacific Time Zone). The Optional Extra Credit Resume Submission is also Due (by Noon, Pacific Time Zone).]

5/21/19 THE LEADERSHIP/MANAGEMENT JOURNEY -- PUTTING IT ALL TOGETHER

Business Case Class Discussion: Students will briefly present their Business Case Projects – and receive constructive feedback from their peers (120 minutes).

Instructor/Students will focus on the leadership/management topic(s) identified during the 1-1 discussions.