San José State University

Lucas Graduate School of Business

Master of Science in Transportation Management
MTM 217: Leadership & Management of Transportation Organizations
Spring-B 2025

Course and Contact Information

Professor:	Leonard L. Lira
Email:	leonard.lira@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Monday, 5:30-9:30 pm, March 20 – May 22
Zoom Meeting Information:	TBD

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.

Course Information

Course Overview

This course is delivered as a synchronous online class; Seminar Style; Technology Intensive; Access to Adobe, Microsoft Office Word, Excel, PowerPoint, Zoom, and Canvas is required. Students must have regular access to email and the internet to communicate with the instructor, submit assignments, and engage in other class activities. Students attend class sessions by joining online using Zoom, SJSU's online meeting application.

Faculty Web Page and MYSJSU Messaging

The professor's webpage is located at: Dr. Leonard L. Lira. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through Canvas course Announcements or Email, or MySJSU at http://my.sjsu.edu (or other communication systems as indicated by the instructor) to learn of any updates. **It is required that you set**

your Canvas notification settings to the email you use so that you do not miss any updates or announcements.

Expected Time Commitment

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction, preparation/studying, or course-related activities."

You may interpret this as 4 hours of work per week in class meetings and 9.5-10 hours of work per week outside class meetings. This is calculated by 45 hours * 3 credits = 135 hrs.; 135 hrs. /10 meetings = 13.5 hrs. per wk.; 13.5 hrs. – 4 hrs. per class meeting = 9.5 hrs. of work per week outside of class meetings). Please plan for and arrange your personal and professional schedules accordingly to account for the **estimated minimum amount** of time you need to set aside for this course to support successful completion. This time will vary by student and does not guarantee a specific grade outcome as grading is based on performance not on time allocated. It is a planning expectation only.

Classroom Protocol

Class Meeting Protocol

You can join the 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). Please do not join the class while driving; you need to be in a location where you can take notes, speak, etc.
- Have stable internet access.
- Use a video camera and a good-quality microphone so that you are seen as well as heard. (Students should keep cameras on during classes.)
- Follow good "meeting etiquette" principles (one such list: https://blog.gotomeeting.com/7-rules-virtual-meeting-etiquette-every-professional-know/).

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: https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/zoom/index.php.

It is expected that when you log into class you will give the instructor, your peers, and the material your undivided attention. Since this class is on Zoom and is a leadership course, **keep your camera on** so that you influence participation and contribution to learning by your visual presence. Part of your demonstration of leadership is your ability to influence others. How you participate in class will influence others as to how they participate in class as well. Mute your mike until you need to speak and ensure that the background is suitable for a professional setting (i.e., No Bedroom backgrounds please). Please ensure that distractions in your area are kept to a minimum. If you need to take a break and leave your area, leave the video on, and mute the mike. Text the instructor that you are leaving and

when you will return. Do not engage in any behavior that will detract from a positive learning environment for other students. To develop a collegial working environment, students may address me by my go-by name, Len.

Make-up Policy

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for the submission of the missing work. ***There are no make-ups for missed presentations or in-class casework.*** Incompletes are discouraged. If you know you will be absent during a presentation or when an assignment is due, coordinate with your workgroup to make your contribution complete, make a video recording of your individual presentation, or complete the assignment in advance and submit prior to the absence. As with all policies, extreme circumstances may beg for exceptions. Please see me in advance before you miss an assignment. Requests afterward, serious personal or dependent family emergency notwithstanding, will not be approved.

Participation

Students will be called upon by name to address concepts from the readings and ongoing discussion. Students should take the time and effort to read the materials when they are assigned and be prepared to actively participate in the discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will know necessary to complete assignments that might not otherwise be available except from class discussion. If you will miss a lesson, it is expected that you will notify the professor before the lesson and plan to observe the Zoom recording. Further, it is expected that you will initiate (or participate in an initiated) discussion on Canvas for any missed class meetings.

Program Information

MSTM Mission

The MSTM program seeks to educate "mobility managers," the next generation of multimodal transportation system leaders and executives.

MSTM Program Learning Outcomes (PLOs)

1. Transportation Systems and Society: Craft management decisions that integrate knowledge of multi-modal transportation, social, and environmental systems.

    a. Evaluate transportation proposals to identify impacts on transportation system performance objectives (e.g., accessibility and safety)
    b. Evaluate transportation proposals to identify impacts on broad policy goals (e.g., equity, economic competitiveness, and environmental sustainability)
    c. Analyze transportation management proposals to identify the relevant legislative and administrative structures that guide the decision.

2. Innovation: Develop innovative solutions to transportation management challenges

a. Develop solutions to transportation management challenges that are informed by global best practices and emerging transportation technologies.

3. Leadership: Develop high-impact leadership styles and competencies (traits, skills, behaviors)

a. Identify effective strategies to improve leadership competencies.

4. Communications: Communicate effectively with a diverse workforce and citizenry

a. Prepare written materials that are clear, technically proficient, and tailored to diverse audiences' needs and levels of expertise.
b. Deliver oral presentations that are clear, engaging, and tailored to diverse audiences' needs and levels of expertise.

5. Analytics: Identify and evaluate transportation management issues using appropriate data and methods

a. Collect, analyze, and synthesize information from multiple sources using appropriate data and methods.

Course Goals

This seminar examines contemporary theory, techniques, and practices necessary for leading and managing transportation organizations. It emphasizes identifying and assessing leadership competencies, as well as planning, implementation, and evaluation processes. Students will assess and plan to develop their leadership and managerial competencies.

We will try to identify problems of leadership, planning, decision-making, and motivation in real-world public management situations and discuss ways in which theory may be used to inform practice. Finally, through readings, discussion, lectures, and potential guest lecturers, students will come to understand important research in the field. This is a seminar-style course. This means that students will be responsible for reading, digesting, and discussing the readings and topics in the classes, and participating in class discussion. If necessary, I will assign student-lead discussants.

Therefore, the goal of this course is to contribute to the master-level education of transportation professionals to think critically, and creatively and apply that knowledge to decision-making, leadership, and project management in transportation organizations. This course covers key management & leadership competencies such as direct, organizational, and enterprise leadership, strategic planning, performance management, incentives and human motivation, team processes, decision-making, leadership, and ethics. Through the material in this course, students will build the capacity to meet the goals of the Association to Advance Collegiate Schools of Business (AACSB) International general skills and learning areas listed as:

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields

Course Learning Outcomes

The course learning outcomes for this class will focus on Goals 1, 2, 3, & 4 of the MSTM program. Upon successful completion of this course, students will be able to:

CLO 1

Identify personal leadership styles and preferences based on the universal core leadership competencies necessary to lead transportation organizations. The student's ability to develop and articulate a feasible leadership development plan and present a cogent leadership profile report will assess this.

CLO 2

Describe and explain the core competencies necessary to manage transportation organizations successfully using systems-based solutions that are applicable in a global context. This is assessed through a case study summary of transportation organizations.

CLO 3

Demonstrate core leadership competencies necessary to communicate and interact productively with a diverse and changing workforce and citizenry. This involves proficiency in all phases of the management cycle: preparation, development, implementation, and evaluation. The primary assessment will be the student's leadership contributions to team organizational innovation planning, reports, and presentations, their leadership development plan, and their full participation in course meetings (including maintaining camera visibility during course meetings).

CLO 4

Demonstrate core leadership competencies necessary to think critically, analyze, synthesize, and make decisions that solve problems in the transportation sector. This is assessed primarily through This is assessed by the student's ability to effectively summarize, appraise, and communicate technical and professional information through both oral and written media communications when collectively presenting the organization's case study and innovation plan and presenting their leadership development plan.

Required Texts/Readings

Van Wart, Montgomery, and Pamela S Medina. *Leadership in Public and Nonprofit Organizations : An Introduction*. Fourth edition. New York, NY: Routledge, 2023. https://doi.org/10.4324/9781003261896. Find it at the PermaLink <https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991077564070402901>

Rainey, Hal G. (Hal Griffin), Sergio Fernández, and Deanna Malatesta. *Understanding and Managing Public Organizations : Essential Texts for Nonprofit and Public Leadership and Management*. Sixth edition. Hoboken, New Jersey: John Wiley & Sons, Inc., 2021.< https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991073113257302901>

Other Assigned Readings are in the class schedule and will be provided on Canvas.

Course Requirements, Assignments, & Assessments

Contribution to Class Learning Assessments:

Student Profile Discussion on Canvas

Introduce yourself and get to know your colleagues. Follow the instructions on Canvas here: https://sjsu.instructure.com/courses/1585597/discussion_topics/5175622

Contribution to Class Discussion & Learning

Students learn at least as much from one another as from their instructors in a collaborative learning community. I will probably learn as much, if not more from you. I consider each student's contribution to be a critical component of every course, so it also is a critical component of your grade. Students will contribute to learning via discussion and other in-class activities over the semester. Attendance is not the primary method of measuring one's participation and contribution to learning. But if students are not in class, they are not participating. Student contributions to online discussion boards will count and maintaining a presence in class by having their Zoom cameras on will count.

There is no "recipe" for conducting or evaluating class contribution, but we can isolate some of the characteristics of relatively successful or unsuccessful performances in this category. There will be a rubric attached to this assignment in Canvas. It provides a profile, or composite of characteristics within graded performances in class contribution. Not all must be uniformly present in each class member or across every class session and the conduct of individual participants over the weeks of a term frequently will combine attributes from multiple performance profiles. Therefore, while these profiles speak to criteria at work in evaluating class contribution, they are not offered here as definitive benchmarks (hence not made to coincide exactly with numerical scales or grade equivalents) and are furnished only to dramatize some nuances in-class contribution behaviors, as well as distinctions made in assessing performances.

In the end, I score contribution using a combination of three modes of assessment: individual assessments (a student's development and progress during the term), comparative assessments (what members of the same section or class demonstrate is possible), and contextual assessments (what students whose work I have evaluated over the years suggests about the full spectrum of class contribution performances). You may not agree utterly with my scoring of your classroom contribution (and I do not ask you to agree), but I want you to have clarity about how I understand the process of assessing class contribution. See the Course Canvas Assignment page for a rubric on this assignment.

Leadership Assessments

Leader Identified for Leader Profile Report

Identify a leader in an organization that you can find enough information about that relates to their Leadership Competencies (Skills, Behaviors, Traits). You may select a leader to interview, but it is recommended to pick a leader who has a developed biography who can

be researched. The submission must include the name of the leader, the sector the leader is from, and a research plan to gather adequate data to describe the leader's leadership competencies.

Leadership Profile Report

The Leadership Profile assignment seeks to expose students to leaders who exemplify leadership qualities and attributes that were discussed in class and your readings and allow students to evaluate and assess leadership competencies (i.e. traits, skills, & behaviors). Students will search for a leader (preferably in the transportation sector, but other private/non-profit/public organizations will suffice) and describe the leadership competencies, which are the attributes/traits, skills, and behaviors that the leader exemplifies. Students will write a 700 to 1000-word essay that identifies the company and job title for the leader and a description of how the leader exemplifies the leadership attributes/traits, skills, and behaviors. Describe if the leadership trait inspires followership and why. Chicago Manual of Style/Turabian citation style is required for this assignment.

DISC Personality Profile Assessment

Prior to the Leadership Development Workshop, students will complete and submit the results of the DISC personality profile assessment. Complete the free here: DISC personality assessment.<--Click the link.

Leadership Development Workshop

The Leadership Development Workshop will take part in two parts. Part one will be a seminar session that discusses leadership self-assessments and leadership development plans. Part two will help the students understand their DISC assessments and how the DISC results relate to their leadership competencies. The Leadership Development Workshop will be assessed as a credit or no credit given for attendance or not attending.

Leadership Development Plan

Each student will create a personal Leadershipo development plan that identifies effective strategies to improve their leadership competencies. To develop this professional development plan, students will take the DISC Personality Profile assessment which will give the students insights into how their strengths and weaknesses regarding their leadership skills, traits, and behaviors. Students will also conduct a DISC Personality Workshop with Dr. Naresh Malik to discuss the results of the DISC assessment and determine the approach they plan to take to develop the professional development plan.

The completion of the DISC personality trait (or the complete profile assessment—should the student choose to purchase this assessment) and the conduct of at least one coaching session (or workshop session) will be graded on a go/no go basis. Completion of the professional development plan will equal 100 points, and non or partial completions will receive zero points. Students will present their professional development plan in class.

In a PowerPoint presentation, students will present their leadership development plan. The presentation will be no more than 5 slides (5 main idea slides), and students will describe their leadership development plan. Students will provide the following information:

1. What did you learn from your DISC assessments? How would you connect your DISC results to the Leadership Competencies described by Van Wart?
2. Identify three strong leadership competencies that you want to leverage; explain how you will do this.
3. Identify three leadership competencies that you want to improve upon—how will you adapt and manage these?
4. What will you do to hold yourself accountable to the self-improvement plan?
5. How will you assess your progress? What will you do to make course corrections, if needed?

The timeline will be 5 minutes to present and 1 minute for feedback and questions from your peers.

Management Assessments

Students will form teams of 3-5 (depending on class size) and conduct these assignments collectively.

Team's Organization Identified

Team Organization Case Study

This is a group assignment that allows the students to identify a transportation organization and conduct an analysis to develop an organizational change plan. The students should collectively research the Case Study and present it to the class. It is a group grade; all students will receive the same grade and the group leader will submit the assignment. The written case study should be no more than 1600 words (title and references will not be counted). The reference style should be Turabian or Chicago's Manual of Style. Since this is a group assignment, only one student needs to submit the assignment on Canvas. Below is a template for the organization case study. Students are encouraged to customize it based on the specific details of the transportation organization they are studying and the unique challenges it faces.

Title: Case Study on XYZ Transportation Organization

> I. Introduction: The purpose of this case study is to analyze the operations and challenges of XYZ Transportation Organization and describe its role in the transportation sector. It will describe the organization's structure, mission, and key areas that require improvement.

> II. Organization Overview: XYZ Transportation Organization, founded in [year], is a leading entity in the transportation sector. The organization is dedicated to [briefly state the mission of the organization]. The demographics of the staff & clients are [insert demographics] With a robust presence in [locations or regions], XYZ Transportation plays a pivotal role in [specific aspects of the transportation sector, e.g., logistics, freight, passenger transport].

> III. Mission Statement: XYZ Transportation Organization's mission is to [state the mission in clear and concise terms]. The organization strives to [mention key goals

and objectives aligned with the mission]. This mission statement reflects XYZ Transportation's commitment to [values or principles] in providing high-quality transportation services.

IV. Transportation Sector Overview: XYZ Transportation operates in the [specify the transportation sector, e.g., maritime, aviation, road transport]. The organization has a significant impact on [mention the significance of the sector, e.g., global trade, economic development]. Understanding the dynamics of the transportation sector is crucial for comprehending XYZ Transportation's role and challenges.

V. Key Areas of Improvement: While XYZ Transportation has achieved notable success, there are areas where improvement is essential for sustained growth. One significant area is [identify the first area requiring improvement, e.g., operational efficiency]. In this aspect, the organization faces challenges such as [outline specific challenges]. Addressing these challenges is vital for optimizing operations and ensuring a competitive edge.

Another critical area for improvement is [identify the second area requiring improvement, e.g., technology integration]. In an era of rapid technological advancements, XYZ Transportation needs to [describe the specific technological aspects that need enhancement]. Embracing innovative technologies can streamline processes and enhance overall efficiency.

VI. Methodology: To conduct this case study, students may employ a combination of qualitative and quantitative research methods. Primary data may include interviews with key stakeholders, surveys, and on-site observations. Secondary data will be gathered through academic journals, industry reports, and XYZ Transportation's official documents.

VII. Recommendations: Based on the findings, students are expected to propose strategic recommendations for XYZ Transportation. These recommendations should address the identified areas of improvement and provide actionable insights for the organization's leadership.

VIII. Conclusion: In conclusion, this case study offers a comprehensive analysis of XYZ Transportation Organization, its mission, and the challenges it faces in the dynamic transportation sector. Through collaborative research, students will gain valuable insights into real-world organizational dynamics and develop skills essential for future business leaders.

Team Innovation plan

This is a group assignment that challenges students to not only identify areas for improvement but also to develop a comprehensive implementation plan for XYZ Transportation Organization. All students will receive the same grade, and the group leader will submit the assignment. By integrating operational efficiency enhancements, technological innovations, and a robust assessment framework, students demonstrate their potential for future contribution to any transportation organization's long-term success.

Teams will develop a 20-minute presentation to discuss an innovation plan for their chosen organization. There is no slide limitation. Teams should adhere to the time limit. Students will present the implementation plan to the class, focusing on clear communication of the proposed strategies, anticipated outcomes, and the rationale behind each action step. The presentation should emphasize the practicality and feasibility of the plan within the context of XYZ Transportation Organization.

Building on the insights gained from the Team's previous case study on XYZ Transportation Organization, the groups will develop and present an implementation plan for the identified recommendations. The groups are tasked with formulating a strategic plan that effectively addresses the areas requiring improvement while considering the organization's mission and the dynamic nature of the transportation sector. Below is a template for the Team's presentation. It is an example only and each group is encouraged to customize it based on the specific details of the transportation organization they are studying and the unique challenges it faces.

> I. Introduction
> > *Introduce your team and the name of your organization
> > *Provide the BLUF – what your recommendation is for your organization (a one-sentence statement, do not elaborate at this point).
>
> II. Background
> > * Set the scene: background information, relevant facts, and the most important
> > * Describe the organization, its mission, and its structure.
> > * What are the demographics of the staff & clients?
> > * What services are provided, in what sector?
> > * Identify the major areas of change identified from your case study.
>
> II. Describe the proposed Solution/innovations.
> > * Provide specific and realistic solution(s) or changes needed.
> > * Describe the Objective of the solution and explain why this recommendation was chosen. (E.g. To improve operational efficiency to overcome challenges such as [specific challenges].
> > * Support this solution with solid evidence, such as:
> > * Concepts from class (text readings citations, discussions, lectures
> > * Outside research
> > * Personal experience (anecdotes)
>
> IV. Describe the steps of the Action Plan to implement the recommended innovation.
> > * Determine and discuss specific strategies for accomplishing the proposed solution.
> > > Examples:
> > > 1) Conduct a comprehensive operational audit to identify bottlenecks and inefficiencies.

2) Implement streamlined processes and workflows based on best practices.

3) Invest in employee training programs to enhance skills and promote a culture of continuous improvement.

4) Utilize technology solutions, such as [specific software or systems], to automate routine tasks and optimize resource allocation.

V. Describe the Assessment plan.

* What are the Key Performance Indicators that will be observed

Example:

1) Measure operational efficiency through metrics such as turnaround time, resource utilization, and cost savings.

2) Evaluate technology integration success using KPIs like system uptime, user satisfaction, and ROI.

3) Conduct regular employee feedback surveys to gauge the impact of training programs on skills and job satisfaction.

*Describe the steps for monitoring the plan

Example:

1) Establish a dedicated team responsible for ongoing monitoring of KPIs.

2) Conduct periodic reviews to assess the alignment of implemented changes with organizational goals.

3) Collect qualitative feedback from employees and stakeholders to identify any unforeseen challenges or opportunities for improvement.

Team Peer Evaluations

At the completion of the Group Management Assessment, the members of each group will evaluate the other members of their group by submitting a peer evaluation. This is an individually graded assignment and will not be visible to other students.

Grading Information

Grade Points and Percentages

Graded Items	Grade points	Percent of total Grade	Due/Graded	CLO Addressed
Contribution to Class Learning Assessments: (other assignments as necessary added here)	100 pts total	20 %		3
Student Profile Discussion on Canvas	10 Points		MAR 27	3
Contribution to class discussion & learning	90 points		MAY 22	3
Leadership Assessments:	100 pts total	40%		1, 3, & 4
Leader Identified for Leader profile report	10 Points		MAR 27	1
DISC Personality Profile Assessment	Cr/Nc		APR 17	1
Leadership Development Workshop	Cr/Nc		APR 17	3
Leadership Profile Report	20 points		APR 24	3

Graded Items	Grade points	Percent of total Grade	Due/Graded	CLO Addressed
Leadership Development Plan & Presentation	70 Points		MAY 22	4
Management Assessments:	100 pts total	40%		2, 3, & 4
Team's Organization Identified	10 points		APR 10	2
Team Organizational Case Study Report	25 points		MAY 1	3
Team Innovation Plan Presentation	45 points		MAY 15	4
Team Peer Evaluations	20 points		MAY 15	3
Total	500	100%		

Grade Scheme

A plus	97 and above
A	94 to 96.99
A minus	90 to 93.99
B plus	87 to 89.99
B	84 to 86.99
B minus	80 to 83.99
C	75 to 79.99
D	70 to 75.99
F	69 and below

Required Policy Statements

Please review the following sources and policies:
- *University Syllabus Policy S16-9* at http://www.sjsu.edu/senate/docs/S16-9.pdf.
- Office of Graduate and Undergraduate Programs' *Syllabus Information web page* at http://www.sjsu.edu/gup/syllabusinfo/

The *University Policy S16-9*, Course Syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf) requires the following language to be included in the syllabus:

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction, preparation/studying, or course-related activities."

MTM 217, Spring 2025-B, Course Schedule

Note: This schedule is subject to change with fair notice.

Week	Date	Topics, Readings, Assignments, Deadlines
Module 1: Introduction to Leadership and Management		

1	Mar 20	**Course Introduction and Overview**
		
		Guest: Christa Bailey - Business & Psychology Librarian 5:30 pm-6:30 pm (PST)
		
		Topics:
		1) Course Overview
		  a) Introductions
		  b) Course Overview
		  c) Syllabus Review
		  d) Leadership vs. Management
		2) Theories & Core Competencies: Leadership & Management
		  a) Leadership
		    i) What do Leaders do?
		    ii) Measuring Leadership
		    iii) Leadership Attributes & Competencies
		  b) Management
		    i) Organizational Demands
		    ii) Manager's Work
		    iii) What do Managers do to be successful and effective?
		    iv) Managing Change
		3) Team Development time
		
		Readings:
		1) Course Syllabus
		2) Kotterman, James. 2006. "Leadership Versus Management: What's the Difference?" *The Journal for Quality and Participation; Cincinnati* 29 (2): 13–17.
		3) Pearce, Jones L. & Jessica E. Sowa. 2019. "Why Managers" in Organizational Behavior. Pg. 18-35—In Canvas Reading Files
		4) Fernandez, Sergio and Hal G. Rainey, *Managing Successful Organizational Change in the Public Sector: An Agenda for Research and Practice*. Public Administration Review, Vol 66, No. 2, March/April 2006, pages 1-25.
		5) Burke, W. Warner, and George H. Litwin. "A Causal Model of Organizational Performance and Change." Journal of Management 18, no. 3 (1992): 523–45. https://doi.org/10.1177/014920639201800306.
		
		Assignments Due: None

Module 2: Leadership Module		
2	Mar 27	**Understanding Leadership: Theories, Styles, and Competencies** **Topics:** 1) Leadership Theories & Styles; and

Week	Date	Topics, Readings, Assignments, Deadlines
		2) Competency-Based Leadership; and 3) Leadership Skills as Core Competencies Guest: Salvador Llamas, Chief Operating Officer, Alameda-Contra Costa Transit District (5:30-6:30 pm) Readings: 1) Pierce & Sowa Chap. 11 2) Van Wart Ch. 2, Understanding Theories of Leadership & Leadership Styles 3) Van Wart Ch. 8, Competency-Based Leadership 4) Van Wart, Ch. 10 Skills that Contribute to Leader Effectiveness Assignments Due: 1) Student Profile Discussion on Canvas due 2) Leader Identified for Leadership profile
3	Apr 3	**Behaviors as a Core Leadership Competency** **Guest:** David Kim, CA Sec. of Transportation 5:30-630 PM **Readings**: 1) Van Wart, Ch 12-14 Task/People/Organization Oriented behaviors contributing to Leader Effectiveness. **Assignments Due:** 1) None
4	Apr 10	**Traits as a Core Leadership Competency** **Guest**: Pending **Readings**: Van Wart, Ch 9 "Traits that contribute to Leader Effectiveness." **Assignments Due:** 1) Team Organization for Case Study Identified
5	Apr 17	**Leadership Development & Workshop** **Guest:** Naresh Malik, Introduction to DISC and Playing to your Strengths **Readings:** 1) Van Wart, Ch 15 Leadership Development and Evaluation **Assignments Due:** 1) DISC Personality Profile Assessment
Module 3: Management Module		

Week	Date	Topics, Readings, Assignments, Deadlines
6	Apr 24	**Building High-Performing Organizations to Manage Innovation** **Guest:** Lisa Vickery & Jamiane Gibson (5:30 to 7pm) **Readings:** 1) Rainey Chap. 12 2) Pierce & Sowa Chap. 8 **Assignments Due:** 1) Leadership Profile Report submitted
7	May 1	**Organizational Change Management** **Guest:** Wayne Tanda 5:30 to 6:30 **Readings:** **1)** Rainey Chap. 13 **2)** Connor, Patrick E., Linda K. Lake, and Richard W. Stackman. Managing Organizational Change. 3rd ed. Westport, Conn: Praeger, 2003, Chapter 6. <Located in Canvas Reading Files> **Assignments Due:** **1)** Team Organizational Case Study report
8	May 8	**TBA** **Guest:** Gloria Jeff 5:30 to 6:30 pm **Readings:** None **Assignments Due:** **1)** None
Module 4: Assessment Module		
9	May 15	**Organizational Case Study Presentations** **Guest**: None **Readings:** None **Assignments Due**: 1) Team Innovation Plan Presentation 2) Team Organizational Peer Evaluations
10	May 22	**Professional Development Plan Presentation & Course Summary** **Guest**: None **Readings:** None

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignments Due: **1)**Students Present their Leadership Development Plans and receive Feedback.