

San José State University
Lucas Graduate School of Business
Master of Science in Transportation Management
MTM 217: Leadership & Management of Transportation Organizations
Spring-B 2020

Course and Contact Information

Professor:	Leonard L. Lira
Office Location:	Clark 402E
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Office Hours:	Tue & Thur @ 4:30 – 5:45 PM, On Zoom: Zoom: https://sjsu.zoom.us/j/316586885 Wednesdays 5-6 PM, by Zoom: https://sjsu.zoom.us/j/297389266 or by Appointment
Class Days/Time:	Monday, 5:30-9:30 pm
Classroom:	Online, Zoom: https://sjsu.zoom.us/j/720928251

Course Format

Synchronous Online Class; Seminar Style; Technology Intensive; Access to Adobe, Microsoft Office Word, Excel, and PowerPoint, Zoom, and Canvas required. 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:

Plan to join at least ten minutes before 5:00 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>.

Faculty Web Page and MYSJSU Messaging

The professors 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 system as indicated by the instructor) to learn of any updates. **It is required that you set your Canvas email to the email you use so that you do not miss any updates or announcements.**

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.

Learning Goals and Program/Course Learning Outcomes

This seminar examines contemporary theory, techniques, and practices necessary for leading and management of transportation organizations. It emphasizes planning, implementation, and evaluation processes. Students will assess and plan to develop their leadership and managerial skills.

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, lecture, 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.

The goal of this course is to contribute to the master level education of transportation professionals to think critically, 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 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

University Learning Goals (ULGs)

The course contributes to the SJSU University Learning Goals (ULGs). Upon graduation, San José State University students will have developed:

ULG 1: Social and Global Responsibilities

ULG 2: Specialized Knowledge

ULG 3: Intellectual Skills

ULG 4: Integrative Knowledge and Skills

ULG 5: Applied Knowledge

Lucas College and Graduate School of Business Program Learning Goals

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

Goal 1: Business Knowledge: Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Goal 2: Communication: Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Goal 3: Ethical Awareness: Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Goal 4: Leadership, Teams and Diversity: Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Goal 5: Critical Thinking: Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Goal 6: Innovation: Recognize, analyze, and articulate strategies for promoting creativity and innovation.

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) are:

PLO 1 Transportation Systems and Society: Develop a systems-savvy and global perspective on solving transportation management challenges

- Develop systems-savvy solutions to transportation management challenges
- Develop globally-aware solutions to transportation management challenges

PLO 2 Transportation Policy: Develop solutions to transportation management challenges that integrate knowledge of the transportation policy environment

- Analyze policy problems to identify the relevant legislative and administrative structures that guide the decision

- b. Analyze a transportation management scenario to identify the appropriate roles for different government entities, as well as for political, private sector, and/or nonprofit actors
- c. Analyze transportation tax or fee proposals to determine if and how they contribute to achieving transportation system performance objectives and broad social policy goals

PLO 3 Leadership: Identify and analyze leadership styles and traits-
Articulate one's own leadership capacity based on an examination of personal leadership style, skills, and preferences

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

- a. Prepare written materials that are clear, grammatically correct and free of typos, and tailored to the audience's needs and level of expertise
- b. Deliver oral presentations that are clear, concise, and tailored to the audience's needs and level of expertise

PLO 5 Analytical Skills: Identify and evaluate transportation management issues using appropriate data and methods. Collect, analyze, and synthesize information from multiple sources using appropriate data and methods

Course Learning Outcomes (CLOs): The course learning outcomes for this class will focus on Goals 1, 3, 4, & 5 of the MSTM program. Upon successful completion of this course, students will be able to:

CLO1: Describe and explain 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 organization.

CLO2: Identify their personal leadership style, skills, and preferences based on universal core competencies necessary to lead transportation organizations. This is assessed by the students' ability to develop and articulate a leadership development plan and present a leadership profile report

CLO 3: Demonstrate core competencies necessary to communicate and interact productively with a diverse and changing workforce and citizenry: This is assessed by the students ability to effectively summarize, appraise, and communicate technical and professional information, through both oral and written media communications. The primary assessment will be the students presentations of their organizational management analysis and leader development plan.

CLO4: Demonstrate core competencies necessary to think critically, analyze, synthesize, and make decisions that solve problems in the transportation sector. This involves demonstrating proficiency in all phases of the management cycle: preparation, development, implementation, and evaluation. This is assessed primarily through team case study report and presentation.

Required Texts/Readings

Textbooks

All Assigned Readings will be provided on Canvas.

Course Requirements and Assignments

“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.”

Contribution to 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 course of the semester. Attendance is not the primary method of measuring participation. But if students are not in class, they are not participating. Student participation in online discussion boards 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 a given class member or across every class session and conduct of individual participants over the weeks of a term frequently will combine attributes from multiple performance profiles. Therefore, while these profiles begin to 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 performance (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 Profile

The Leadership Profile assignment seeks to expose students to leaders that exemplify leadership qualities and attributes that were discussed in class and in your readings. Students will search for a leader (preferably in the transportation sector, but other private/non-profit/public organizations will suffice) and describe the leadership attributes/traits, skills, and behaviors that leader exemplifies. Students will write a 700-1000 word essay that identifies the company and job title for the leader, a description of how the leader exemplifies the leadership attributes/traits, skills, and behaviors. Describe if the leadership trait inspires followership and why. Students will present a 2 slide (max) presentation to share with the class. Chicago Manual of Style/Turabian citation style is required for this assignment.

Team Case study of Organization Management:

The Team Organizational Management Case Study allows the student to analyze an organization management problem, examine the alternative solutions, and propose the most effective solution using supporting evidence. Students will form 3-4 person teams, decide on an organization, identify a topic/issue/problem in the organizational management of that organizations, and write a team case study. Teams will identify 1-3 key management problems/issues in their selected organization. Teams will describe why the problems exist, how the problems impact the organization, and who should be responsible for solving them. Teams will then apply course readings, discussions, outside research, their own experience in developing solutions to solve them. Upon conducting this initial research, teams will draft the case study report. Draft of team analysis should include the following general sections:

I. Introduction

- * Identify the key problems and issues in the case study.
- * Formulate and include a thesis statement, summarizing the outcome of your analysis in

II. Background

- * Set the scene: background information, relevant facts, and the most important Issues.
- * Describe the organization.
- * What are the demographics of the staff & clients?
- * What services are provided?
- * Demonstrate that you have researched the problems in this case study.

III. Evaluation of the Case

- * Which management theory does your organization subscribe to?
- * Outline the various pieces of the case study that you are focusing on (See the Organizational Analysis Chart from lesson 2).
- * Evaluate these pieces by critiquing the use of the adopted theory. For example discuss what is working and what is not working.
- * State why these parts of the case study are or are not working well.

IV. Proposed Solution/Changes

- * Provide specific and realistic solution(s) or changes needed.
- * Explain why this solution was chosen.
- * Support this solution with solid evidence, such as:
 - * Concepts from class (text readings, discussions, lectures)
 - * Outside research
 - * Personal experience (anecdotes)

V. Recommendations/Conclusion

- * Determine and discuss specific strategies for accomplishing the proposed solution.
- * If applicable, recommend further action to resolve some of the issues.
- * What should be done and who should do it?
- * Briefly describe what you learned from this case study

Students will submit the final case study report and present their case study as part of their mid-term examination. The case study report should be an 8-10 page paper not including references, charts, or a cover page. It must be typewritten and follow Chicago Manual of Style/ Turabian format & citation style (12-point font, double-spaced, standard margins) and include proper references when appropriate.

Personal Professional Development Plan

Each student will create a personal professional development plan. Student will implement a 360 Degree assessment to provide data insights on how the student's strengths and behaviors are perceived by work colleagues, family and other selected community members that they interact with closely. Students will also sign up for individual coaching sessions with Dr. Naresh Malik (the guest speaker during the meeting) to discuss and create a personal professional development plan. The completion of the 360 Degree assessment and the conduct of at least one coaching session will be graded on a go/no go basis. Completion will equal 100 points, non or partial completions will receive zero points. Students will present their professional development plan in class. More instructions on this assignment will be given in lesson 3.

Final Examination or Evaluation

This course uses the team case study report and presentation as the final culminating evaluation assignment. Students are expected to apply all learning objectives into the completion of these assignments. Since this course does not have a final exam period scheduled by the Registrar, the final assignment is due by 1 June 2020.

Grading Information

Graded Items	Grade	Due	CLO Addressed
Contribution to Class Learning (other assignments as necessary added here)	15 %		
Student Profile Discussion on Canvas	100 Points	Mar 30	3
Contribution to class discussion & learning	100 points	Jun 1	1-4
Professional Development Assignments:	25%		
DISC Leadership Assessment	100 points	Apr 13	1 & 3
Professional Development Coaching Session	100 points	May 11	1&3
Written Professional Development Plan & Presentation	100 Points	May 18	1 & 4
Mid-Term Assessment	30%		
Leadership Profile Report	100 points	APR 27	1 & 4
Leadership Profile Report Presentation	100 points	APR 27	1 & 3
Final Cumulative Assignments:	30%		
Team Organizational Analysis report Submission	100 points	Jun 1	2, & 4
Team Organizational Analysis Presentation	100 points	Jun 1	2 & 3
Team Peer Evaluations	100 points	Jun 1	3
Total	100%		

Grade Values

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

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 submission of missing work. **There are no make-ups for missed presentations or in-class case work.** 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 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 have knowledge 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 on attending by Zoom. If you cannot attend by Zoom, it is expected that you will initiate (or participate in an initiated) discussion on Canvas.

Classroom Protocol

It is expected that when you log onto class you will give the instructor, your peers, and the material your undivided attention. Since this class is on Zoom, keep your video on so that you can be seen. 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.

Required Policy Statements

Please review of the following sources and policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), 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 2020b, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mar 23	<p>Topics: Course overview -Introductions -Course Overview -Syllabus Review -Leadership vs. Management -Team Development time</p> <p>Readings: Course Syllabus Kotterman, James. 2006. "Leadership Versus Management: What's the Difference?" <i>The Journal for Quality and Participation; Cincinnati</i> 29 (2): 13–17.</p> <p>Assignment & Deadlines: None</p>
2	Mar 30	<p>Topics: Core Competencies: Leadership & Management 1. Management -Organizational Demands -Manager's Work -What Managers do to be successful and effective 2. Leadership -What do Leaders do -Measuring Leadership -Leadership Attributes & Competencies</p> <p>Readings: Pearce, Jones L. & Jessica E. Sowa. 2019. "Why Managers" in <i>Organizational Behavior</i>. Pg 18-35 Wart, Montgomery Van. "Skills that contribute to Leader Effectiveness" in <i>Leadership in Public Organizations</i>. Pg 201-218. Hackman, J. Richard. "What is this thing called Leadership" in <i>Handbook of Leadership Theory & Practice</i>, eds. Nitin Nohria & Rakesh Khurana Department of the Army. ADP 6-22 "Army Leadership" HQ: Washington DC, 2012. ADP 6-22</p> <p>Assignment & Deadlines: Student Profiles due</p>
3	Apr 6	<p>Topics: Leader Identity Development -Self-awareness & identity -Personal & Personnel Leadership Development -Guest: Naresh Malik, Introduction of the Leadership 360 assessment & Coaching Session (8-9PM)</p> <p>Readings: Wart, Montgomery Van. "Leadership Development and Evaluation" in <i>Leadership in Public Organizations</i>. Pg 313-334. O'Connell, Patricia K. 2014. "A Simplified Framework for 21st Century Leader Development." <i>The Leadership Quarterly</i> 25 (2): 183–203.</p> <p>Assignment & Deadlines:</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Apr 13	<p>Topics: Communications for Leaders & Virtual Business Library Tour</p> <ul style="list-style-type: none"> -Written - Verbal -Digital <p>Critical & Creative Reasoning for Leaders</p> <ul style="list-style-type: none"> -The Elements of Thought -Universal Intellectual Standards -Essential Intellectual Traits -Common fallacies in thinking <p>GUEST: Christa Bailey - Business & Psychology Librarian</p> <p>Readings: Emerson et al, “Appendix B: Writing Reports and Speaking Effectively,” in The Public Administrators Companion, pg 362-369; Paul, Richard & Linda Elder. 2009 Critical Thinking: Concepts & Tools, Foundations for Critical thinking Press: Tomales, CA</p> <p>Assignment & Deadlines: NA</p>
5	Apr 20	<p>Topics: Decision Making, Strategic Planning, and Risk Management</p> <ul style="list-style-type: none"> -Problem Solving - Design Thinking -Strategy and Strategic Thinking <ul style="list-style-type: none"> -Vision statements -Missions -Goals, Objectives, milestones <p>-Guest Speaker: Diane Woodend Jones, an MTI Trustee, and is the Chairman of the Board and a Principal of Lea+Elliott, Inc</p> <p>Readings: Bohnenblust H. (1998) Risk-Based Decision Making in the Transportation Sector. In: Jorissen R.E., Stallen P.J.M. (eds) Quantified Societal Risk and Policy Making. Technology, Risk, and Society (An International Series in Risk Analysis), vol 12. Springer, Boston, MA, pg 132-153. Emerson et al, “Strategic and Other Types of Planning” in The Public Administrators Companion, pg 81-95</p> <p>Assignment & Deadlines: Leader Profile identification & Organizational Management problem identification</p>
6	Apr 27	<p>Topics: Building High Performing Organizations</p> <ul style="list-style-type: none"> -Negotiations & Collaboration, -Team Building - Labor Relations <p>-Guest: Robert Ovetz, PhD (5:30-6:30) -Guest: Lisa Vickery (6:45 to 7:30)</p> <p>Readings: Pearce, Jones L. & Jessica E. Sowa. 2019. “Creating-and Managing Effective Teams” in Organizational Behavior. Pg 143-174.</p> <p>Assignment & Deadlines: Students Present their Leadership Profiles</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	May 4	<p>Topics: Managing Big Data in the Transportation Sector -Guest: Joseph Kopser, Founder of GrayLine (5:30pm-6:30pm)</p> <p>Readings: Dutta, Debprotim, and Indranil Bose. 2015. “Managing a Big Data Project: The Case of Ramco Cements Limited.” <i>International Journal of Production Economics</i> 165/. Zimmer A., Stein M. (2012) <i>Information Systems in Transportation</i>. In: Stein M., Sandl P. (eds) <i>Information Ergonomics</i>. Springer, Berlin, Heidelberg</p> <p>Assignment & Deadlines: Leadership Profile Presentations completed, if necessary;</p>
8	May 11	<p>Topics: Leading with Cultural Competency in a Diverse world -Managing Organizational Culture -Human Resources -Diversity -Guests: Eric Ramones, PhD (5:30pm-6:30pm) -Guest: David S. Kim, Secretary, CA State Transportation Agency (6:45-7:30)</p> <p>Readings: Pearce, Jones L. & Jessica E. Sowa. 2019. “Understanding Cultures in the Public Service” in <i>Organizational Behavior</i>. Pg 175-195</p> <p>Assignment & Deadlines: 360 Degree and Coaching sessions completed</p>
9	May 18	<p>Topics: Leading with Ethics and Integrity</p> <p>Readings: Anciaes, Pr, and N. Thomopoulos. 2014. “Ethical Issues in Transportation.” In <i>Encyclopedia of Transportation: Social Science and Policy.</i>, 534–41. Thousand Oaks, California, USA: SAGE Publications. Richardson, Barbara. 1995. “Transportation Ethics.” <i>Transportation Quarterly</i> 49 (2): 117. Wart, Montgomery Van. “Ethics Based Leadership Theories” in <i>Leadership in Public Organizations</i>. Pg 111-128.</p> <p>Assignment & Deadlines: Students Present their Professional Development Plan *May 25 is Memorial Day – No class meeting</p>
10	Jun 1	<p>Topics: Student Presentations and Course Summary</p> <p>Readings: N/A</p> <p>Assignment & Deadlines: Students present their organizational management case study reports</p>