

Syllabus & Course Information

"... I have seen that in any great undertaking it is not enough for a man to depend simply upon himself"
-Lone Man (Isnala wica)

Instructor: James M. Mannion, MBA

When: Thursday 6:30pm-10:00pm

Course Description: America's diverse cultures have always had a powerful influence on concepts of social, political and spiritual leadership, including the form of democracy practiced today in the United States. Multicultural perspectives contribute significant value for today's global society and modern organizations. Aspiring leaders will draw inspiration found within various cultural communities past and present, and develop greater awareness, knowledge and skills to become better leaders of others and themselves.

This course provides a critical analysis of traditional leadership concepts contrasted with the definitions and practical application of leadership in the context of cultural values, attitudes, ideologies and worldviews. It examines such ideas as principle-centered leadership, peacemaking as conflict resolution, restorative justice, care ethics, power and tradition in application for today's issues both global and organizational. The multicultural voice is considered for its potential to positively transform modern global relationships, spiritually, socially, politically and economically.

Objectives: Throughout this course, students will:

- Apply assessment methods to analyze and articulate strengths and biases of ones own leadership style and to gain appreciation for the role of culture in group dynamics.
- Develop multicultural awareness along with the knowledge and skills required to direct positive and productive relationships and change within culturally diverse groups.
- Interpret socio-economic and business sources critically to derive a balanced view of historical, political, and economic influences upon North America.
- Compare and contrast mainstream leadership theory with traditional wisdom, and articulate the importance of traditional knowledge around the globe.

Competencies:

A-3-X	Can evaluate a leader's role, style, and purpose from a multicultural perspective
H-2-X	Can apply multicultural awareness, knowledge, and skills to address problems and opportunities of increasingly diverse organizations and globalization.
H-4	Can analyze power relations among racial, social, cultural, or economic groups in the U.S.
F-X	Can examine and analyze multicultural leadership attributes and relate these to one's work life and life's work.

Instructor:

James M. Mannion earned his MBA with a leadership focus in 2006 from North Central College in Naperville, Il.. His scholarship has been positively influenced by his many years involvement with Native elders and educators of the Sicangu Lakota (Sioux) Tribe on the Rosebud Reservation. His studies and experiences informed his thesis "Lessons in Leadership from Lakota Sioux." He has 30 years of significant experience leading development teams in the vendor software industry, designing effective processes for software development. He was founder and CTO of Trimasoft, Inc., and currently directs software development projects for Computer Associates (CA). He also teaches Native American Studies courses at College of DuPage, and Multicultural Leadership classes for DePaul.

Requirement Materials:

Connerly, Mary L. and Paul B. Pederson "Leadership in a Diverse and Multicultural Environment: Developing Awareness, Knowledge, and Skills" Thousand Oaks, CA: Sage Publications, 2005.

Additional articles, videos, and other sources will be announced and provided in-class or made available in the college library as needed.

Course Content

The course blends content in support of the following concepts:

1. Historic and analytical Models of Leadership including "Principle-centered" Leadership
2. Theory and models of culture and identity
3. Contemporary Multicultural leadership issues
4. Multicultural awareness, knowledge, and Leadership skills

Schedule of lectures and reading assignments TBA.

Attendance

Attendance is very important to students' success in this course. DePaul University policy states that more than two (2) absences should result in a failing grade for the course.

Evidence Submitted & Grading by Competence:

Reaction Journal (10 points ea. x 10 submissions = 100 points) :

Each student will maintain a reaction journal consisting of written perspectives on the readings or films, and topics discussed in class, results and analysis of self-evaluations, and evidence of the process of pre-testing including self-evaluation and perspectives on the learning experience. Entries from the previous session will be submitted each week. A final submission of the entire journal will include a summary of at least two pages which assesses the student's overall learning experience and leadership self-development plan.

Essays (100 points ea. x 2 per competency = 200 points per competency):

For each competency pursued, one analytical essay and one case study are required. Essays and case studies should be informed by desired competency, but generally will reflect research in topics or issues relevant to multicultural leadership or cross-cultural historic leaders. Papers will be substantial, probably at least 5 pages in length, but no more than 12 pages, and must utilize and cite at least 3 sources. Internet sources are allowed but do not count toward the minimum.

Project Presentation (50 points)

Specific content of the term-project is to be negotiated based upon competency, but must be determined by the 3rd session. Each student will research a major global leader, leadership event, or leadership topic to be presented in some creative manner to the class. An example might be to present one's self in the person of a favorite leader (choice approved) and tell a first-person account of a researched event, or attempt to explain the character's approach to a contemporary issue using knowledge of the character's personality, culture, and values.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are,

therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.