VESALIUS COLLEGE
Brussels, Belgium

BUS 215G Business

Fall 2016
Leadership

Number of ECTS credits: 6

Contact Details for Professor:

Instructor: Prof. Dr. Frank E. Billingsley
Office: Pleinlaan 5
Office Hours: Monday 12:30-13:30
15:00-16:00
Friday 12:30-13:30

Email: fbilling@vub.ac.be
Telephone: +324 71 91 46 71 (only in emergencies)

Course Description:

The acquisition and development of a company's current and future leaders is one of the most vital activities for healthy organizational identity, strong organizational performance, and ensuring long-term growth. Searching for, anticipating, and securing a pipeline of leadership talent, often referred to as developing "bench strength," requires a proactive organizational environment that ensures the right processes are in place to support leadership development and succession planning. Offers students an opportunity to learn the best practices for onboarding, developing, and coaching leaders as well as creating organizational systems that ensure the company has strong leadership talent for current and future success.

Course Prerequisites: BUS101

Learning Objectives:

Learners will acquire knowledge and understanding of leadership through an evaluation of peaceful, organization, business, political, and military leaders. The learner will develop knowledge and understanding of the listed areas through readings: book, journal, and article. The concept will be enhanced through in-depth class discussions. The learner’s judgment will be tested through critically
evaluate existing research, questioning the status quo, and provide alternative solution possibilities; and, recognize what defines a leader.

Learning Objective Outcomes: What should you learn-

1. **Acquisition of knowledge** and understanding is achieved through extensive reading and lecturing on indicated topics. Students will gain breadth and depth of the topics by reading, participating in course discussions, analyzing assignments, and examination preparation.
2. Students can expand their **knowledge** base by actively participating in academic research for assignment completion. Students will become accustomed to using the Internet for academic purposes, using periodicals, and peer-reviewed journals.
3. Students will be expected to use good **judgment** in critical analysis and evaluation of current research and case evaluation.
4. **Communicate** effectively on business topics and concepts.
5. Develop an effective **attitude** that will assist the student in their development academically, ethically, analytically, and to become more internationally minded.

Methodology:

This course will be taught using a highly interactive format and a great deal of our time in class will be spent discussing, observing, and analyzing course material. The teaching methods we'll use are as follows:

**Reading.** For most of our class sessions, book chapters, supplemental readings, and cases will be assigned. Given the participative nature of the course, it is imperative that you read the material closely before class so you can discuss it knowledgeably with your peers during class. All supplemental readings are available on our class Blackboard.

**Discussion.** Each week you will be asked to participate in classroom and Northeastern University Online discussions. These discussions provide you with an opportunity to interact with and learn from your peers. Therefore, every student is expected to contribute to the learning of others in the class.

**Action Learning.** Action Learning is a process by which you can work through real organizational problems or opportunities while developing a critical leadership skill. To accomplish this, you will be asked to design and implement an action learning project based on your competency assessment.

**Learning Partner.** Learning Partners are fellow students who will help you be successful with your action learning project and become an effective coach. You will work with Learning Partners who will support and challenge you in framing, reframing, and accomplishing your action learning project. Simultaneously, you will act as a coach to your Learning Partners providing
you an opportunity to use the coaching models we discuss in the course. Each week you will be assigned an activity to complete with your Learning Partners. You should begin to share your Personal Assessment assignments as soon as possible so that your Learning Partners can be an effective coach. You will be randomly assigned Learning Partners during class on Week 1. Note: the most successful coaching partnerships begin with a phone call or in person meeting to make connections.

**Class Schedule:**

Classes will be held at the following times:

Monday 13:30-15:00 and Friday 13:30-15:00

**Course Materials:**

Text:

Leadership: A Very Short Introduction  
Keith Grint 2010

Indispensable: When Leaders Really Matter 2012  
by Gautam Mukunda

Tuesdays With Morrie: An old man, a young man, and life's greatest lesson  
Albom, Mitch 2003

**Course Assessment:**

The final grade for the course will be calculated on the following weighting:

- Project and Presentation (20% and 5%).......................................................... 25%
- Midterm examination..........................................................................................35%
- Final examination.................................................................................................40%

**Grading Scale of Vesalius College:**

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>13.7-14.4</td>
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<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>Letter grade</td>
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### Syllabus: BUS215 Leadership Fall 2016

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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>The work engages with the assignment and meets the requirements in a somehow satisfactory, but it is marked by several pitfalls. The work lacks focus, it is poorly structured; it is not sufficiently embedded in the literature; it uncritically tackles the topic at hand. The argument is hard to follow and the referencing and bibliographic systems are overall incorrect.</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>The work does not meet the requirements of the assignment. It engages with the question, but does so in a basic and inadequate way. The work is undermined by several pitfalls. It shows a basic understanding of the module requirements and is jeopardised by major flaws including (but not confined to) a lack of coherence, loose expression, poor coverage of the literature; poor referencing; scant ability to critically assess the topic at hand.</td>
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<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>The work does not meet the requirements of the assignment. It attempts to address the question, but it remains unfocused and loosely structured. There is an evident lack of reading and scant ability to relate to relevant literature and to engage critically with the topic at hand. Language is poor; the referencing and bibliographic system is incorrect or incomplete.</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>The work is marked by serious flaws and below an acceptable level. The rationale of the assignment is not understood nor addressed. The work demonstrates insufficient understanding of the topic at hand and learning outcomes below the required level. The answer is unfocused; expression is unclear; there are severe flaws in the coherence of the argument; engagement with the literature is minimal, referencing is often poor.</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>The work does not meet any of the requirements and learning objectives of the course and the Major. The argument is loose, language is poor, no knowledge of relevant theoretical and empirical dynamics. Incorrect or incomplete reference systems and/or likely instances of plagiarism.</td>
</tr>
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### Further description of assessment activities and Grading Criteria:

**You must be in attendance on the day assignments are due; if you are not in attendance your work will not be graded without medical statement.**

**Tardiness is not acceptable practice, be on time.**

**Do not talk over the class discussion, and napping is not acceptable!**

Late Assignments will be accepted with a medical statement:

**With a medical statement the work is due five days after the validation period of the medical statement.**

1 Day- 10% reduction off the original grade  
2 Days- 20% reduction off the original grade  
3 Days- 30% reduction off the original grade  
4 Days- 40% reduction off the original grade  
5 Days- 50% reduction off the original grade