Degree Program: Project Design & Analysis
Class: Thinking in Leadership (SPDA 4120)
Instructor: Zain Ali

LTEC 6020
Final Presentation
Professor: Dr. Spector

Objective of Today's Presentation

1. **UNT Frisco / PD&A Program overview**

2. Textbook & provided presentation

3. Learning Theory & Class Framework

4. Questions

UNT is now innovating higher education in the city of Frisco.

A new 100-acre campus brings convenient opportunities and collaborations with forward-looking industry partners.
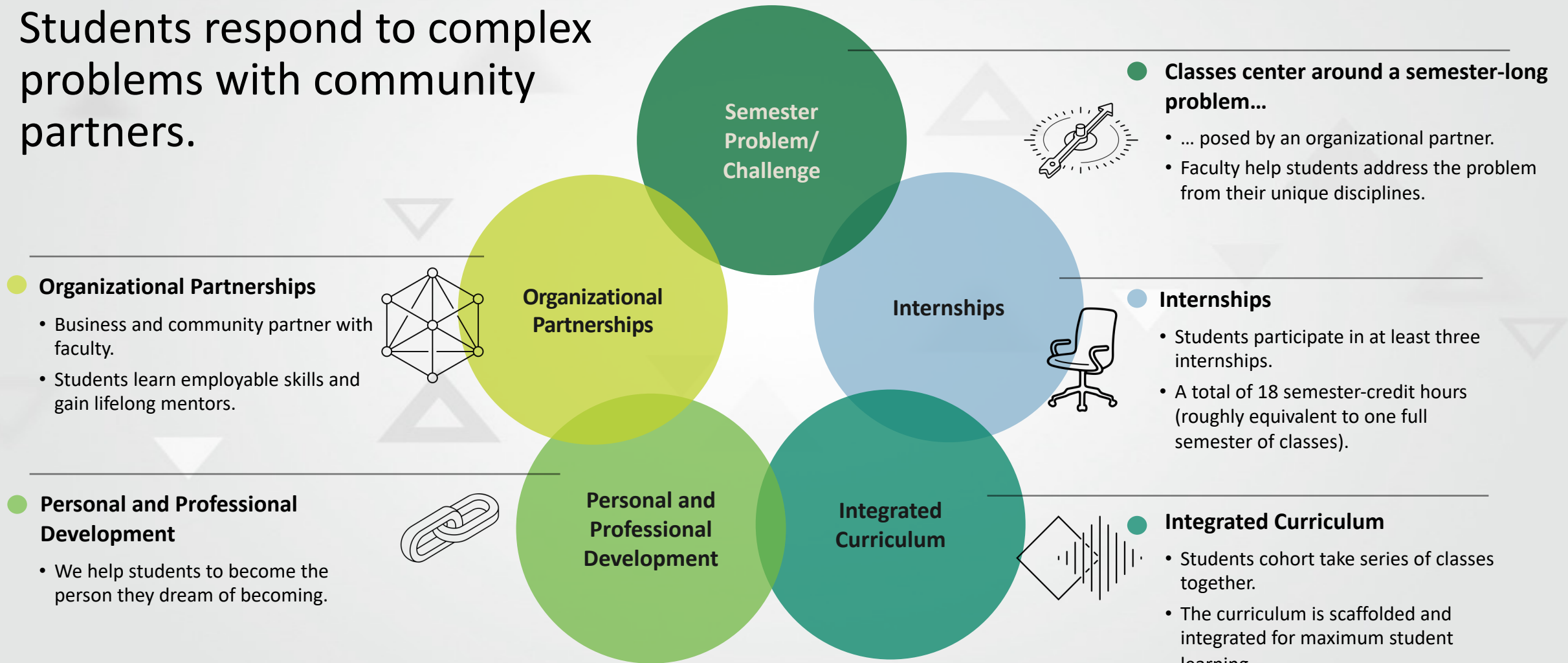
UNT Hall Park

UNT Inspire Park

Transforming Higher Education

B.S. in Project, Design & Analysis

New 3-year cohort-based undergraduate degree program

frisco.unt.edu

Project-Based Learning features student-centered, active-learning approaches where students address robust, real-world challenges.

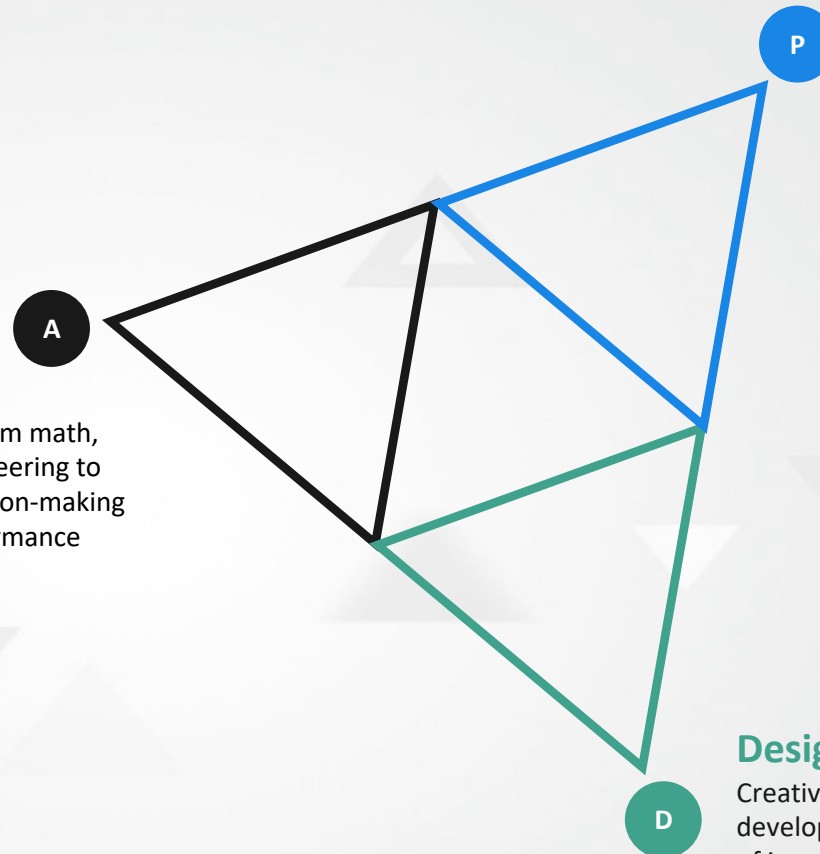## Students respond to complex problems with community partners.

Classes center around a semester-long problem…
- … posed by an organizational partner.
- Faculty help students address the problem from their unique disciplines.

Internships
- Students participate in at least three internships.
- A total of 18 semester-credit hours (roughly equivalent to one full semester of classes).

Integrated Curriculum
- Students cohort take series of classes together.
- The curriculum is scaffolded and integrated for maximum student learning.

Organizational Partnerships
- Business and community partner with faculty.
- Students learn employable skills and gain lifelong mentors.

Personal and Professional Development
- We help students to become the person they dream of becoming.

Semester Problem/Challenge

Organizational Partnerships

Internships

Personal and Professional Development

Integrated Curriculum

- Academic integration

PDA students learn
project management,
design thinking,
and data analysis.

The PDA bachelor's degree integrates multiple approaches in classes and projects.

Project Management
Organization, resourcefulness, social awareness, analytical acumen, efficient communication, time management and leadership skills

Analysis
Uses techniques from math, sciences, and engineering to inform better decision-making and measure performance

Design Thinking
Creatively addresses real-world problems, develops deep insight into the human dimensions of issues, and explores the relationships between science, creativity, technology, and society

Cohort 1 started with 21 students 2 years ago and we have 17 students in the program now

More information on the degree plan at **frisco.unt.edu/programs/project-design-analysis**.

6

Students Project Background

Prior Project Learning

1. Collaborative Thinking

2. Professional Communications

3. Problem Solving

4. Team Creativity

Client Projects

1. City of Frisco
2. nThrive

Work in small teams

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# Thinking in Leadership: Key Learning Objectives

Goal: To help the upper-level students in the PD&A program understand and improve their own leadership performance in this 3-credit hour class.

1. Students should be able to cite what it means to be a good leader by getting familiar with leadership topics such as understanding the *importance of leadership*, recognizing leadership *traits*, understanding leadership *styles* and developing leadership *skills*

2. Students should be able to create a leadership vision and establish a constructive climate for the project team.

3. Students should be able to explain the importance of ethics, diversity and inclusion

4. Students should be able to demonstrate the ability to handle conflict, overcome obstacles and listen to out-group .

5. Students should be able to explain destructive leadership and how to avoid it for themselves as well as others.

Chosen Textbook:
Introduction to Leadership: Concepts and Practices

1. Understanding Leadership
2. Recognize your Traits
3. Understanding Leadership Styles
4. Attending to Tasks and Relationships
5. Developing Leadership Skills
6. Engaging Strengths
7. Creating a Vision
8. Establishing a Constructive Climate
9. Embracing Diversity and Inclusion
10. Listening to Out-Members Group
11. Managing Conflict
12. Addressing Ethics in Leadership
13. Overcoming Obstacles
14. Exploring Destructive Leadership
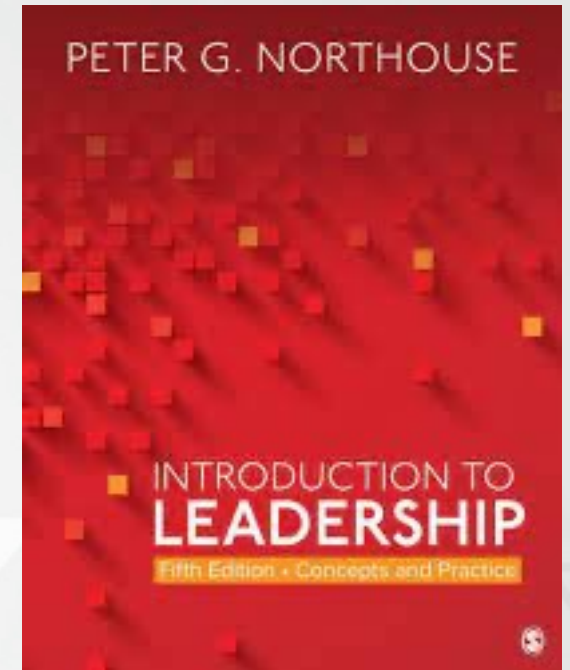
1. Academic and Applied Research
2. Case Study for each chapter
3. Assessment for each chapter

Activity – Case Study 'King of the Hill'

Denny Hill's career as a high school swimming coach didn't start out well. The seniors on his team quit in the first season because he required them to come to all the workouts. The team only won three meets the whole season. That was 40 years ago. Since that time, the high school chemistry teacher's success as a swimming coach has been extraordinary; his winnings include more than 900 boys' and girls' dual meets and a phenomenal 31 state titles.

Denny is noted for creating a team effort out of what is usually considered an individual sport. He begins every season with a team sleepover, followed by "Hell Week," a two-week grueling regimen in which team members swim at least 5 miles a workout and 10 miles a day. He acknowledges this is a bonding experience for the swimmers, regardless of their skill, because they are "all in the same boat".

Denny passes the mantle of leadership onto his team members. Seniors are expected to be mature leaders who inform the freshmen of the team goals and expectations. Juniors are to be role models, while sophomores serve as quiet leaders who are still learning but have a foundation in the team culture. Even the freshmen members have a job: They are required to pay attention to the coaches and other team members as they learn the team's culture and what's expected.

Denny holds a 20-minute team meeting each Monday where every member has the opportunity to present a rose or a complaint to anyone on the team including the coaches. He is tough on swimmers and makes them work, but when they need support, he is always there to put an arm around them. Denny also uses humor, often making jokes that help take the edge off long, hard workouts.

And despite his teams' successes, Denny isn't about winning; he's more about preparing to win—telling his swimmers that by preparing to win, everything takes care of itself. When you do win, he says, you've done it the right way.

Conceptualizing Leader Assessment

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
2	Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
3	Leadership requires knowledge and know-how.	1	2	3	4	5
4	Leadership is about what people do rather than who they are.	1	2	3	4	5
5	Followers can influence the leadership process as much as leaders.	1	2	3	4	5
6	Leadership is about the process of influencing others.	1	2	3	4	5
7	Some people are born to be leaders	1	2	3	4	5
8	Some people have the natural ability to be leaders.	1	2	3	4	5
9	The key to successful leadership is having the right skills.	1	2	3	4	5
10	Leadership is best described by what leaders do.	1	2	3	4	5

Conceptualizing Leader – Scoring

1. Sum scores on items 1, 7, 13, and 19 (trait emphasis)

2. Sum scores on items 2, 8, 14, and 20 (ability emphasis)

3. Sum scores on items 3, 9, 15, and 21 (skill emphasis)

4. Sum scores on items 4, 10, 16, and 22 (behavior emphasis)

5. Sum scores on items 5, 11, 17, and 23 (relationship emphasis)

6. Sum scores on items 6, 12, 18, and 24 (process emphasis)

1. Trait emphasis: _____

2. Ability emphasis: _____

3. Skill emphasis: _____

4. Behavior emphasis: _____

5. Relationship emphasis: _____

6. Process emphasis: _____

Reflections

1. Each of us has our own unique way of thinking about leadership. What leaders or people have influenced you in your thinking about leadership? Discuss what leadership means to you and give your definition of leadership.

2. What do the scores you received on the Conceptualizing Leadership Questionnaire suggest about your perspective on leadership? Of the six dimensions on the questionnaire (trait, ability, skill, behavior, relationship, and process), which one is the most similar to your own perspective? Which one is least like your own perspective?

3. Do you think leadership is something everyone can learn to do, or do you think it is a natural ability reserved for a few? Explain your answer.

Discussion Checklist

1. Leadership Process
2. Trait / Ability / Skill / Behavior / Relationship
3. Leadership vs Management

Positive Leader Attributes		
Trustworthy	Just	Honest
Foresighted	Plans ahead	Encouraging
Positive	Dynamic	Motivator
Builds confidence	Motivational	Dependable
Intelligent	Decisive	Effective bargainer
Win-win problem solver	Communicative	Informed
Administratively skilled	Coordinator	Team builder
Excellence oriented		
Negative Leader Attributes		
Loner	Asocial	Noncooperative
Irritable	Nonexplicit	Egocentric
Ruthless	Dictatorial	

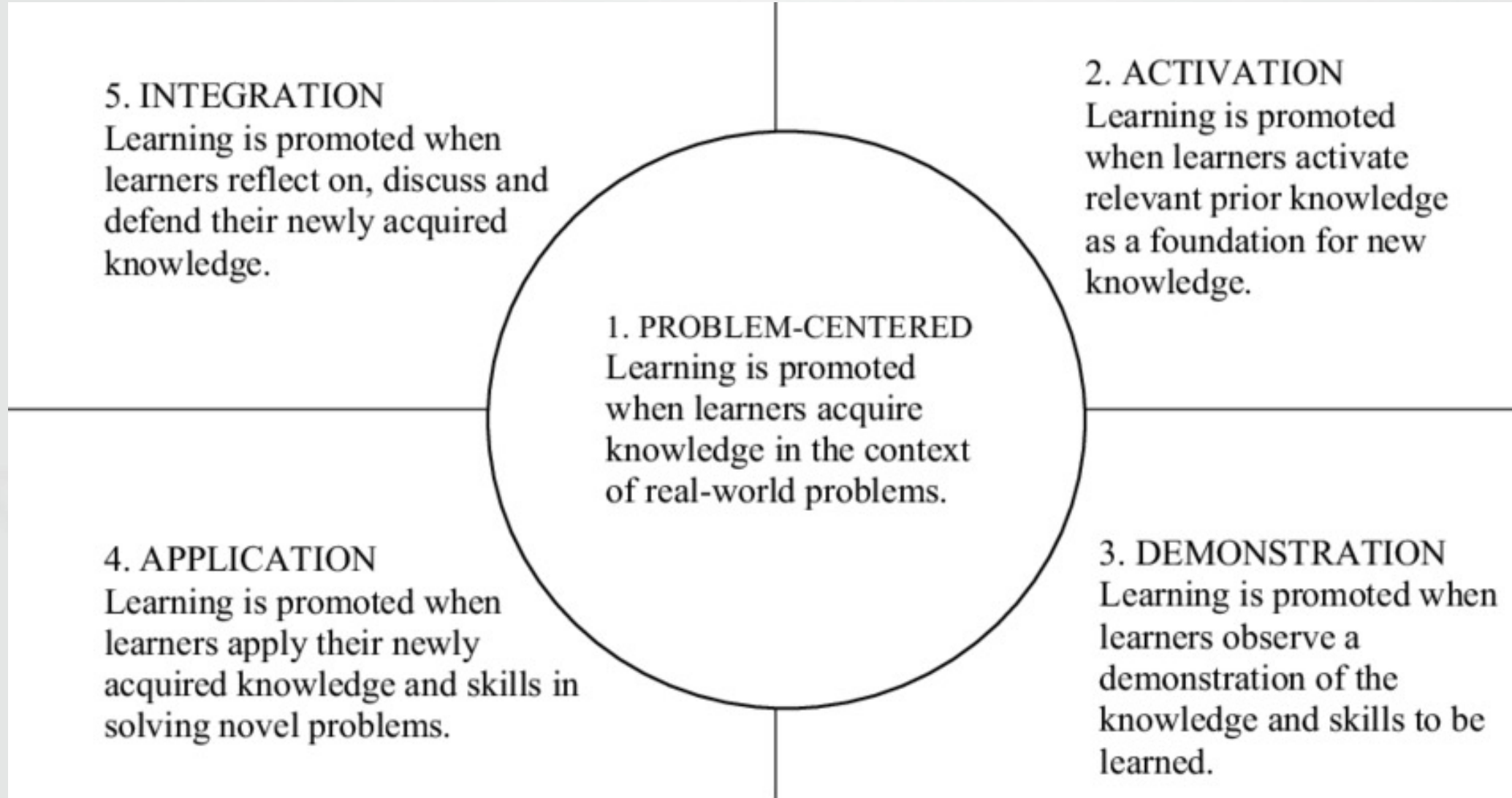# Objective of Today's Presentation

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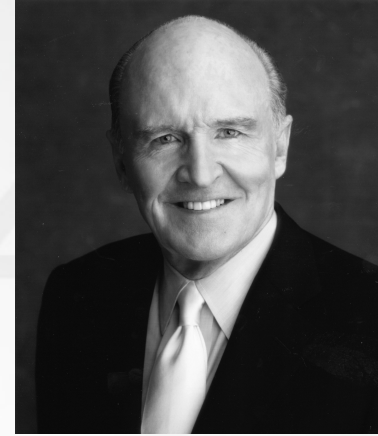3. **Learning Theory & Class Framework**

4. Questions

Gagne's nine events of instruction

1. Gain attention

2. Inform student of objective

3. Stimulate recall of prior learning

4. Present the content

5. Provide learning guidance

6. Elicit performance

7. Provide feedback

8. Access performance
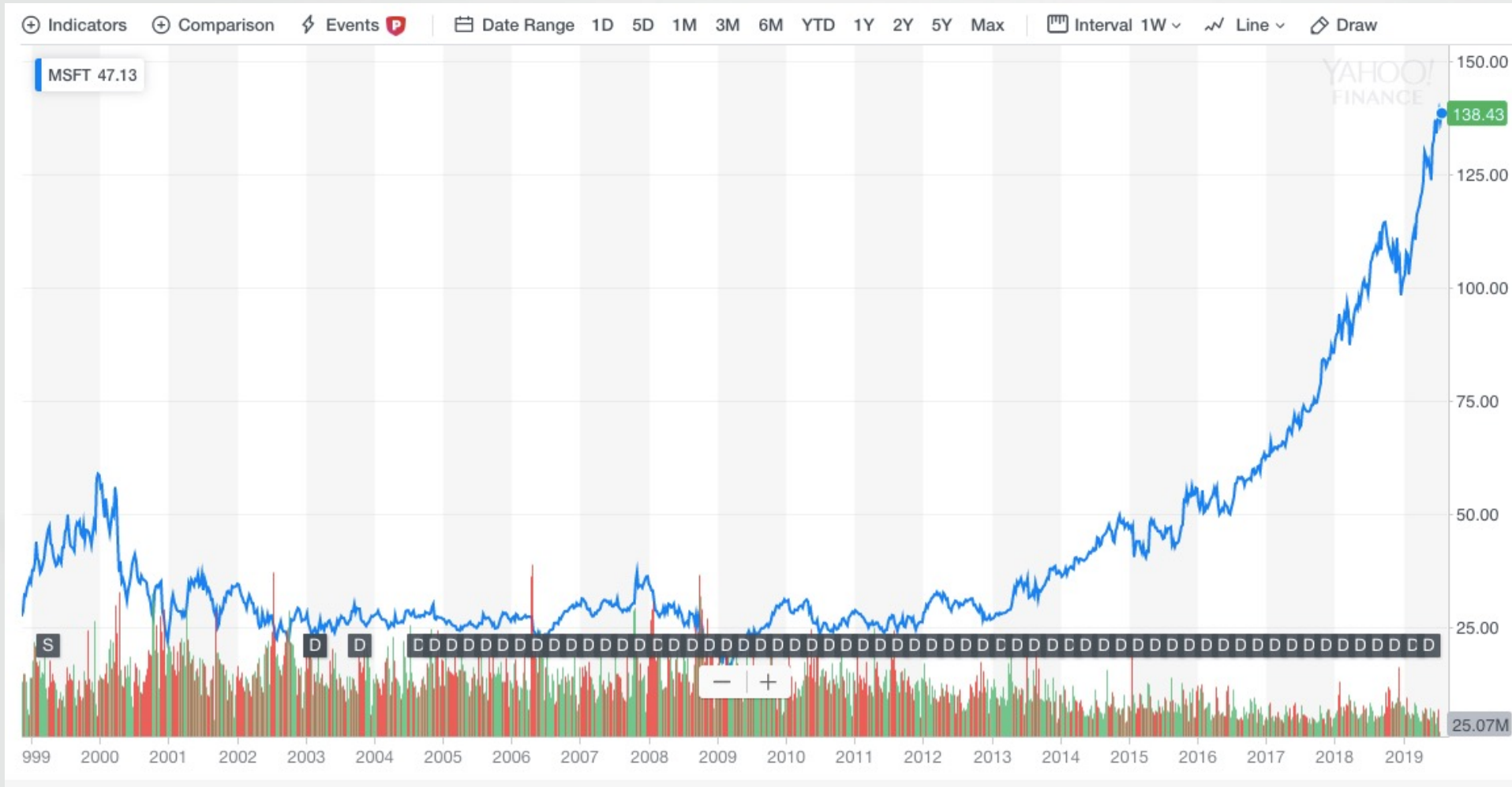
9. Enhance retention and transfer
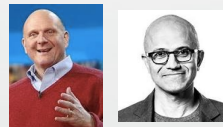
Merrill's First Principle of Instruction

5. INTEGRATION
Learning is promoted when learners reflect on, discuss and defend their newly acquired knowledge.

2. ACTIVATION
Learning is promoted when learners activate relevant prior knowledge as a foundation for new knowledge.

1. PROBLEM-CENTERED
Learning is promoted when learners acquire knowledge in the context of real-world problems.

4. APPLICATION
Learning is promoted when learners apply their newly acquired knowledge and skills in solving novel problems.

3. DEMONSTRATION
Learning is promoted when learners observe a demonstration of the knowledge and skills to be learned.

What is Leadership?

Microsoft

$249

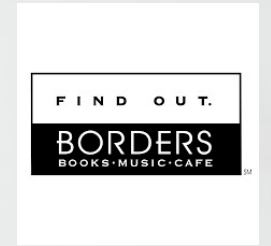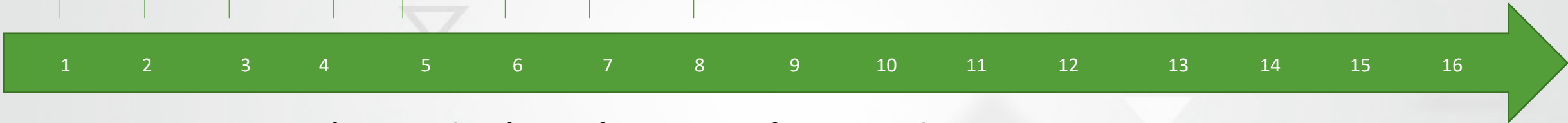1975

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Why does Leadership Matter

Book Reading & Assessment Homework

1. Leadership   5. Skills   9. D&I   13. Obstacles
2. Traits   6. Strengths   10. Out Group   14. Destructive

Intros &   3. Styles   7. Vision   11. Conflict
Syllabus   4. Task & Rel. 8. Climate   12. Ethics.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

Project Teams (3-4 members) & Profit or non-profit Case Study

| COC, Case Selection | Organization Research | Leadership Analysis & Presentation |

Weekly Class Activity:

1. Book discussion
2. Small group discussions on activity and assessment
3. Share highlights of small group discussion with class
4. Case Study discussion

Startup Business Leadership

| Presentation & 300 Second Video as Startup Leader |

Weekly Class Activity:

1. Individual Effort
2. Small Group Presentation Peer Review
3. Class Presentation

Leadership External Sources

https://www.youtube.com
/watch?v=A6Pz9V6LzcU

Sample Guest Lecturers (week 9 to 16)

1. Tony Bartel (former COO Game Stop)

2. Abid Ali (former CEO Wipro)

3. Jim Alleman (former CHRO Commercial Metals)

4. Dr. Terisa Eaves (Protiviti)

Why does Leadership Matter?

1. On a piece of paper write down

    1. Your name
    2. One challenge that you have as a leader
    3. One objective you would have liked to achieve by the end of the semester.

2. Put this piece of paper in the provided envelope and seal the envelope

3. Write your name on the envelope and pass it to the front of the class

Formative and Summative Assessments

1. Weekly class activity: The students will come prepared by reading the chapter for the week as well as the case studies from the textbook. This will allow the students to do the following three things in the classroom in small or large groups as appropriate:

    a. Chapter discussion

    b. Case study discussion or debate

    c. Project application or Guest Lecturer

2. Weekly activity from home would include completing a leadership assessments associated with the leadership chapters for the week as well as compiling reading notes to be used in class.

3. Students will complete two reflection papers based on textbook due in week 9 and 15 on the learnings from the 14 chapters in the book

4. Students will work in teams of four to provide a case study for one of the two businesses that went through a transformation by looking at the business, market and leadership.

5. Students will work in small groups to brainstorm but produce an individual startup business plan that they will present to small team for peer review and the class for final grade

6. Students will have a summer reflections to summarize their learning for the semester including guest lecturer.

Grading Structure for the Class ~ 500 points

▲ 14 Attendance and Active Class Participation (5)   *70*

▲ 14 Leadership assessments with 1 page reflection (5)   70

▲ Reflection paper chapters 1 to 7   50

▲ Reflection paper chapters 8 to 14   50

▲ Case study Analysis   75

▲ Startup Business Proposal   75

▲ Reflection's paper for semester   75

▲ One one One with Instructor   35

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