Number:  RSP 103

Title:  Ratio Studiorum Program for Business Administration

Credit Hours: 1

Bulletin Description:
This course introduces freshmen students to life at a College of Business Administration in a Jesuit University. It facilitates a smooth transition from high school by examining key elements of collegiate life, such as the meaning and value of a liberal arts education; the Jesuit, Catholic history and values; and the vocational aspirations and challenges common to all freshmen. Students are introduced to the College of Business Administration “ratio studiorum” or plan of study, including the College’s six learning goals and the degree requirements. They learn about the culture of scholarship and academic integrity. They are introduced to leadership concepts and the College’s leadership development program.

Prerequisites:  None.

Learning Objectives:

1. The student will understand the meaning of a business education in the context of a Jesuit, Catholic University.
2. The student will be able to articulate the College’s six learning goals.
3. The student will understand the College’s program of study and degree requirements.
4. Students will examine academic integrity and will understand the University and College policies and procedures on academic honesty and University disciplinary policies.
5. Students will be apprised of special learning opportunities such as study abroad, service-learning, Encuentro Dominicano, service break trips and transient study.
6. Students will be able to identify obstacles to learning.
7. Students will engage in self-exploration and self-discovery, including awareness of and appreciation for their differences in ethnicity, gender, and socio-economic class.
8. The student will understand the basic components of leadership and how his or her own strengths will affect his or her leadership abilities.
Course Requirements:

Attendance: 20 points (2 absences permitted)
In-Class Participation: 20 points
Leadership definitions paper – 15 points
Leadership exemplars paper – 25 points
Leadership self-awareness paper – 20 points

Grade: This course will be graded as follows: 100 points total
A =90-100; B+ = 88- 89; B = 87-80; C+ =78-79; C =77-70; D =69 - 60; F =below 60.

Course Policies:

Attendance: Attendance is mandatory. Students are allowed 2 absences. Subsequent unexcused absences from class sessions drop the attendance grade by 5 attendance points each. Failure to appear for individual advising meetings drop the participation grade by 5 participation points each, unless prior arrangements with the Faculty Preceptor have been made. Excessive absences from the course earn the grade of AF.

Academic Honesty: All violations of the University Policy on academic honesty will receive a grade of 0 for the assignment. (Multiple violations are reviewed by the Dean.)

Make-Up: If extenuating circumstances prevent a student from completing an assignment or attend an event, the student may make it up according to the Faculty Preceptor’s discretion.

Tentative Schedule of Classes

Aug 19 Welcome Week: Introductions and icebreakers. We will introduce ourselves and the course. We will administer and complete the Freshman Survey.

Aug 28 Elective

Sept 4 Labor Day, no class today

Sept 11 Leadership Module 1: What is leadership and why is this important to Creighton students?


Assignment: Four Pillars of Leadership paper, Due September 18

Students will examine academic integrity and will understand the University and College policies and procedures on academic honesty and University disciplinary policies.

Four Pillars paper is due.

Assign Lessons from Admired Leaders library project here.

Sept 25  Jesuit History

Announce that students should check their email for the Predictive Index information and survey.

Oct 2  Leadership Module 2: Lessons from Admired Leaders.

Admired Leaders paper is due.

Oct 9  Learning Strategies and Opportunities (e.g. Encuentro Dominicano, Study Abroad, Library, Tutoring, Writing Center- Decurion led; Faculty Preceptor supported).

Oct 16  Fall Break, no class today

Oct 23  Leadership Module 3: What kind of leader am I now?

Discuss results of the Predictive Index

Assign self-awareness paper due November 6th.

Oct 30  Elective

Nov 6  Learning Goals and Two-Year Plan

Self-awareness paper is due.

Nov 13  Career Development

Nov 20  Obstacles to Learning

Nov 27  Multicultural Diversity Awareness

Dec 4  Elective
Module 1: What is Leadership?


1. Begin with leadership quote activity: The purpose of this activity is to elicit many different ways to think about leadership. Divide the class into 3 or 4 person teams. Give each team a selection of leadership quotes (provided below) and ask the team to identify something interesting about each quote that is useful to their understanding of leadership, but not obvious. How might a quote get you thinking about leadership? What is an interesting observation about leadership that you believe this quote offers? Reconvene and have each group identify one or two ideas for the class (15 – 20 minutes).

A selection of leadership quotes:

Leadership is the art of getting someone else to do something you want done because he wants to do it.
~ Dwight Eisenhower

A leader is a dealer in hope.
~ Napoleon Bonaparte

I must follow the people. Am I not their leader?
~ Benjamin Disraeli

All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.
~ John Kenneth Galbraith

The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on. . . . The genius of a good leader is to leave behind him a situation which common sense, without the grace of genius, can deal with successfully.
~ Walter Lippmann

When the effective leader is finished with his work, the people say it happened naturally.
~ Lao Tse

Conclusion: Leadership often defies simple explanations and simple definitions. We need to come to our own understanding of leadership rather than rely on canned definitions. Our purpose with this first session is to help students begin to form their own understanding of what leadership is all about.
2. Introduce the Lowney reading.

Possible discussion questions:

a. Is Lowney being complete when he says a leader “figures out where we need to go, points us in the right direction, gets us to agree that we need to get there, and rallies us through the inevitable obstacles that separate us from the promised land” (p. 14)? Is there anything missing?

b. Lowney suggests that there is a “leadership deficit” where we are clearly “shy of the leadership we need” (p. 14). Do you agree and, if so, why do you believe we are so short of needed leadership?

3. Lowney suggests that the Jesuits help us to understand more “about who leaders are, how they live, and how they become leaders” (p. 15) than about what leaders do. They do this by examining leadership through a unique “prism” defined by four differences that hallmark the Jesuit contribution to leadership thinking. What do these differences mean to you?

a. We’re all leaders, and we’re leading all the time, well or poorly.

What does it mean to shun “one great man theories of leadership in order to focus on the other 99 percent of the potential leaders” (p. 16)?

b. Leadership springs from within. It’s about who I am as much as what I do.

Is leadership a set of skills that are executed independent of your personal values and ideas? How is leadership more than a simple set of skills? What puts leaders in the best position to utilize their skills?

“Leadership behavior develops naturally once this internal foundation has been laid. If it hasn’t been, mere technique can never compensate” (p. 19). What foundation is Lowney talking about?

c. Leadership is not an act. It is my life, a way of living.

What is the primary advantage of viewing leadership as a way of living?

d. I never complete the task of becoming a leader. It’s an ongoing process

“For the weak leader, the ongoing process becomes a threat or a chore; a more attractive plateau where one coasts and enjoys one’s leadership status. In contrast, a strong leader relishes the opportunity to continue learning about self and the world and looks forward to new discoveries and interests” (p. 21).
4. **End of Class Assignment:** Write a two page paper answering the following question:

   Of the four pillars of leadership that are discussed starting on page 26, which two pillars do you believe are most important to successful leadership? Why do you feel this way?

   Paper is due in class in one week.

**Module 2: What Kind of Leader do I Want to be? Lessons from Admired Leaders.**

Students will select a leader whom they believe represents a compelling leadership model to follow. They will research this leader in the library and they will write a persuasive paper justifying why they chose their leader. Finally, they will informally present their main ideas during class discussion of these leaders.

Assign this project two weeks before the due date.

**Assignment Details:**

a. Think of a leader who 1) represents a leadership ideal that you would like to emulate and 2) has likely been profiled in either books or articles.

b. Visit our library and find two sources on this leader.

c. Using those sources and your own interpretations, write a three page justification for why you selected this leader as someone you would wish to emulate.

d. Make sure you cite your sources appropriately. Use proper citation techniques when you paraphrase material from the sources and when you use direct quotes.

e. In class, each student will introduce the leader he or she selected and then justify the choice.

**Module 3: Leadership Self-awareness: What Kind of Leader am I Now?**

1. **September 25 session (or Sept. 26 or Sept. 27):** Announce in class that all students will soon receive an email with a password and link to the Predictive Index survey. The students should complete the survey on-line. After they complete the survey, they will each receive an emailed report with their results. They should bring this report to the scheduled class session.

2. Once the students have received the report, we will give them a handout with information on the survey and the meaning of each personality dimension.
3. October 23 session: Mr. Larry Good or another representative from Predictive Index will come to each RSP class and talk about the value of self-awareness and how students can interpret their results. We will acknowledge that there is a great deal of information from the survey that cannot be summarized in a handout or in one class session, but PI will offer guidance on how to develop a basic understanding of what the PI tells each student.

We will announce that students interested in learning much more about the Predictive Index and their results are invited to join the ATW leadership program. Members of the program will begin more in-depth study of the PI in January.

4. Assignment: Write a two page memo analyzing your PI results.

Questions to be addressed in the PI assignment:

1. How different is your self-concept pattern from your self pattern? What does this suggest about your “natural self” and how you feel you should act?

2. What is your relative ranking on each of the four factors:

   Factor A: Dominance
   Factor B: Extroversion
   Factor C: Patience
   Factor D: Formality

3. What does the PI say about your likely leadership style?

Memo is due November 6, 2006