

22-MGMT-401H-001: Leadership and Personal Development Fall, 2009

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Class Time: Tuesday/Thursday 10:00-11:45 a.m.
Classroom: 214 Lindner Hall
Office Hrs: Tuesdays 12:00-2:00 p.m.,
Fridays 11:00 a.m.-12:00 p.m.,
and by appointment

Course Description and Objectives:

This course is designed to help students to both explore the concept of leadership as well as to assess and develop their own leadership skills. Using Kouzes and Posner's Leadership Challenge as a framework, students will engage in a variety of learning activities, both in and out of class, in order to strengthen their leadership knowledge and abilities. The fundamental premise underlying this course is that leadership requires the mastery of multiple practices and skills, and that this can only be accomplished through a better understanding of self and others. Thus, there will be a heavy introspection and reflection component to the course, and students are expected to take such requirements seriously.

Course Methods and Format:

I will use a variety of pedagogies in the class, including mini-lectures, class discussion, interactive exercises, role-plays, team activities, etc. Preparation and participation are two keys to success in this class. Prior to each class session, there will generally be a reading assignment, along with some required pre-class preparation. In class, we will engage in a number of learning activities throughout the quarter, requiring your full involvement. This class is highly interactive, and you must be involved on a regular and on-going basis.

I will utilize Blackboard (blackboard.uc.edu) for posting announcements, slides, and other course document as necessary. Therefore, I suggest you check the Blackboard site frequently.

Required Materials:

Kouzes, J.M., & Posner, B.Z. (2007). The Leadership Challenge (4th ed.). Jossey-Bass/Wiley. ISBN 9780787984922 (paperback) or 9780787984915 (hardback)

Kouzes, J.M., & Posner, B.Z. (2006). Student Leadership Practices Inventory – Self. Jossey-Bass/Wiley. ISBN 9780787980207.

Kouzes, J.M., & Posner, B.Z. (2006). Student Leadership Practices Inventory – Observer. Jossey-Bass/Wiley. ISBN 9780787980306. ***You must have at least 3 copies; additional copies are advisable but not required.*

Kouzes, J.M., & Posner, B.Z. (2006). Student Leadership Practices Inventory – Student Workbook (2nd ed.). Jossey-Bass/Wiley. ISBN 9780787980191. *Recommended but not required.*

Other readings, as assigned (see schedule), available for free via UC's Library full-text database services.

Evaluation of Student Performance:

| | |
|------------------------------|-------------------|
| Leadership Assessment Report | 100 points |
| Leadership Development Plan | 100 points |
| Team Presentation | 50 points |
| Team Written Project | 100 points |
| Quizzes | 50 points |
| <u>Class Contribution</u> | <u>50 points</u> |
| TOTAL | 450 points |

Final grades for the class will be assigned as follows:

| | | | |
|--------------|--------------|--------------|---------------|
| 416-450 = A | 371-393 = B | 326-348 = C | 281-303 = D |
| 403-415 = A- | 358-370 = B- | 313-325 = C- | 270-280 = D- |
| 394-402 = B+ | 349-357 = C+ | 304-312 = D+ | Below 270 = F |

Leadership Assessment Report. The goal of the leadership assessment report is for you to assess your current leadership skills. This project includes multiple components:

- Complete the Student LPI: Self form, and have **at least three** people who know you well complete the Student LPI: Observer form. I highly recommend that you have more than three people complete the LPI: Observer form, as this will give you better insight into your strengths and weaknesses; however, this choice is yours. As you will note on the course schedule, **all Self and Observer forms must be turned in on Thursday, 10/15**. Late data will result in points being taken off of your final project grade (5% per day late). I will create LPI reports for you using the LPI software, and return these to you on Tuesday, 10/20.
- Complete **at least three** additional self-assessment tools. These may include self-assessment tools handed out as part of the class (such as the emotional intelligence instrument on 10/13), but there are many other sources from which you can find instruments, such as reputable online resources, leadership and organizational behavior textbooks, previous classes, etc. For each assessment tool, please be sure to include the source (e.g., website or reference) for the tool, along with a brief (1-2 sentence) description of the instrument.
- Using the LPI report and the other self-assessment tools, write a thoughtful report assessing your current leadership skills. This involves:
 - Analyzing the LPI report to identify your leadership strengths. In which (multiple) of the five leadership practices are you strongest? What personal examples can you provide of situations in which you have exhibited these strengths?
 - Analyzing the LPI report to identify your leadership weaknesses. In which (multiple) of the five leadership practices are you the weakest? What personal examples can you provide of situations in which your leadership could have been improved?
 - Using the self-assessment results to supplement the LPI report, and identify specific skills/areas in which you excel, as well as skills/areas which need improvement.

Please ensure that your report meets the following requirements:

- Be sure to incorporate data from your LPI feedback report; you may wish to attach the report (or specific tables/graphs from the report) to your write-up, but at a minimum you must specifically reference the data within the paper itself.
- Be sure to at least mention all 5 practices; you may certainly go into depth on some more than others, but you must address all 5 at some level.
- Be sure to incorporate personal examples to illustrate specific strengths and/or opportunities for improvement. Reflection is a key component of this class, and you will want to reflect on your past experiences and think about key experiences in your life to make sense of your feedback report. Think about the Kolb learning model from the first day of class.
- Be sure to integrate and conclude with the “big picture” of your leadership skills. As you’ll see, the five practices work together to make up the leadership model, and

you need to view them as an integrated set and consider this explicitly within your paper.

Note: Because this project can reveal personal information, I ask that you only include information that you feel comfortable sharing with me in your final project. My grade will be based on the thoroughness of your analysis and application of course principles, and not on how much you choose to disclose.

The completed project will be a ~5+ page, single-spaced, 12 point font paper to be handed in on **Thursday, 11/5 in class**. The project will be evaluated on content and relationship to course materials, analysis and critical thinking, and professionalism. An evaluation form will be handed out closer to the project due date.

Leadership Development Plan. The goal of this project is for you to develop an actionable development plan to strengthen your leadership skills. For this project, you must identify **three specific actions** that you will undertake in order to become a better leader. More specifically, you will do the following:

- a. Identify three skills in which you are weak (from your leadership assessment report). These will be more specific than the broader leadership practices.
- b. For each, identify a specific action you can take to address the weakness. Think about SMART goals here:
 - Be **specific** about the action to be taken.
 - Make sure the action is **measurable**.
 - Make sure the action is **achievable**.
 - Make sure the action is **realistic**.
 - Define the action in a way that is **time-bound** (i.e., when will the action be complete?)

In addition, you should think about the Collins article (10/20) in terms of “catalytic mechanisms” you might put in place to ensure that you follow through.

- c. For each, make sure you can complete the sentence “I will know I have improved in this leadership skill when...”
- d. Discuss how and when you will review your progress toward strengthening the skill. Be sure to think both short-term as well as long-term.
- e. Conclude with the “big picture” view of yourself as a leader. Again, think about the practices as an integrated set, and be sure to explicitly address yourself as an overall leader.

The completed development plan will be a 3+ page (1+ page per skill), single-spaced, 12 point font paper to be handed in on **Tuesday, 12/8 by 2pm**. The project will be evaluated on content and relationship to course materials, analysis and critical thinking, and professionalism. An evaluation form will be handed out closer to the project due date.

Learning Teams. Five learning teams of 5-7 students will be formed no later than Thursday, 10/1. Teams will be used for in-class activities. In addition, each team will be responsible for a presentation (worth 50 points) and a paper (worth 100 points). Teams must include at least 2 US students and 2 international students.

Team Presentation. First, teams are responsible for developing a 20-25 minute presentation relating to the leadership practices assigned on that day. Please note that it is **not** your responsibility to “teach” the content of the chapter/topic per se; rather, you are assigned to find a way to bring the material to life, and to make a connection to the material that is meaningful to you and the other students in the class. You will have most of the class period on 10/2 to work on your project; all other work will be conducted outside of class time.

Teams are encouraged to be creative, and must pull together multiple resources in demonstrating their assigned leadership practice. The following list includes some suggestions; teams may choose to use some or all of these, as well as ideas not included on this list:

- Interview local leaders (from business organizations, non-profit organizations, campus organizations, etc.) and describe their activities that represent the leadership practice.
- Use TV and/or movie clips to show leaders demonstrating either strength or weakness in your leadership practice.
- Relate the leadership practice to other popular leadership frameworks or theories, to demonstrate similarities/differences with the Kouzes and Posner framework.
- Use an in-class exercise to let the class experience the practice in action.
- Put on a role-play, demonstrating strength and/or weakness in the practice.
- Provide information and/or activities that will help students to develop their skills with the leadership practice.

Whatever you do, please try to be a little different and bring your own unique approach to the material; I can assure you that it will become boring if each team comes up and does the same approach, class after class.

Teams must inform me of any unusual equipment needs no later than one week before their assigned presentation date. I strongly encourage teams to talk with me about their ideas in advance, particularly if they are uncertain about how well they fit this assignment.

I realize that this is a purposefully “loose” assignment, but I want to unleash your creativity and allow you to do something fun and meaningful for you. I will grade your presentation on four primary components: (1) your ability to relate your presentation specifically to the assigned material; (2) your ability to make connections between class materials and “real world leadership;” (3) professionalism (e.g., presentation skills, organization of materials and time, etc.); and (4) ability to engage the class. Teams **must** turn in a copy of the presentation materials and a list of resources at the time of presentation. Please note that, while the presentation does not take up much actual class time, it is worth 50 points toward your final grade. I take this presentation seriously, and am looking for you to make a meaningful presentation demonstrating your assigned leadership practice. Please, put time and effort into this presentation, and make each of your 25 (maximum) minutes count ... whatever you do, don't just wing it!

Team Written Project. In addition to the team presentation, each team will be responsible for a separate, written project. Each team will choose two leaders representing different countries/cultures and assess those leaders according to the K&P framework. Leaders may be from any leadership context (politics/government, for profit business organizations, non-profit organizations, arts and entertainment, sports, etc.), and do not have to be well-known – as long as the team can get enough information and documentation to assess each leader's abilities in each of the five practice areas. The only requirement is that the two leaders must represent the same context, so that meaningful comparisons can be made.

Teams will write a brief assessment of the leaders' abilities in each of the five practices, giving examples and providing documentation to support their analyses. In addition, teams will evaluate the cross-cultural similarities and/or differences in leadership practices as exhibited by the two leaders. Kouzes and Posner suggest that there is fairly good shared understanding of what makes a good leader, and that their practices translate across cultures. I want you to consider whether the five practices translate into the two countries/cultures you are examining, and, if so, if they are exhibited in similar or different ways. For example, what does it mean to “Model the Way” in different cultures? Are the behaviors associated with this practice similar, or different? Can you make any suggestions as to why they might be similar or different? You should examine this with

regard to all five practices. Be sure to consider how similar or different the two countries/cultures are as a whole, as a context for how the leadership practices might be similar or different.

The resulting paper will be ~5+ pages, single-spaced, 12-point font. It is due in class on Tuesday, 12/1, and will be discussed in class on that day, so please come in prepared to summarize your findings. Each team member must be able to talk intelligently about the paper, so make sure you each know what is in the entire paper. There is no class on Tuesday, 11/24; you can consider this a work day toward this project. The team written project is worth 100 points of your final grade, and will be graded on the following: (1) Relationship to K&P Framework (e.g., covers all five practices, practices are defined correctly, makes explicit connections to course materials); (2) Critical analysis (e.g., relevant examples and documentation are provided to support analysis of leader, makes assessment of leadership beyond offering examples); (3) Cross-cultural analysis (e.g., explicitly addresses the similarities and differences in the five practices across the two countries/cultures); and (4) Professionalism (e.g., spelling, grammar, clarity and structure of paper, citations).

Quizzes. Six short quizzes, each worth 10 points, will be given throughout the quarter. These quizzes are given as an “incentive” to be prepared for class and to keep on top of the readings; then, we can use class time to do interesting things beyond lecture from the text! Quizzes will be given on the first day a given chapter or reading is due for class. The format will be multiple choice and true/false questions. All quizzes will be given during the first 10 minutes of the class, and will be followed by additional class activities. If you come late to class, you will not be given time beyond this period to take or complete the quiz. Your lowest quiz score will be dropped from your overall grade. If you are absent on the day of a quiz, this is the quiz score that will be dropped.

Course Contribution. As noted above, this is a high-involvement course. I consider every student in this class to share an obligation to help the rest of us learn, and much of the learning this quarter will occur during class meetings as a result of our in-class exercises and extensive discussions. Taking an active role in the class is, therefore, very important. In assessing your contribution to the class, I will examine the following components:

1. Attendance. Attendance is expected, and missing class will result in a significant gap in your learning; missing multiple classes will result in a reduction of your contribution grade.
2. Pre-class preparation. You must read all assignments and complete all assignments prior to coming to class. It is essential that you come to class prepared to jump into the material so that we can make the most of our limited contact time.
3. Participation in class. I expect that all students will contribute regularly to class discussions over the course of the quarter. Given the learning tools of experiential learning and class discussion, there should be ample opportunity for all students to share their thoughts and perspectives. In particular, however, I value **quality** over quantity. Quality participation includes comments that: (a) move the discussion forward; (b) prompt comments from other class members; (c) relate relevant personal experiences or outside materials to the discussion; (d) are thought-provoking and unexpected (vs. “safe” answers); etc. I will assess participation after each class, and ask your assistance in using name cards in order to help me learn your names as quickly as possible.

Opportunities for Providing Feedback

I am very interested in receiving your feedback on how the course is going. There will be two opportunities for providing anonymous feedback. The first will occur approximately midway through the quarter, where I will ask you to provide feedback on specific aspects of the course. Using your feedback, I will make every effort to modify the class to better meet students' needs and address major concerns, although I cannot promise to implement every change that is suggested. The second will occur at the end of the quarter, using the college's feedback forms.

Additional Course Policies

1. Withdrawal/Drop. According to University policy, you must drop the course by 10/7 in order for it to not to appear on your academic record. The final date to drop is 11/19.
2. Canceled Classes. If the University cancels classes on a regularly scheduled class day, any assignments will be due on the next regularly scheduled class. Please be sure to check Blackboard for updates to our schedule and assignments.
3. Incomplete. Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received.
4. Late/Make-up Work. Any work that is turned in late will automatically lose 5% per day, starting at the time at which it was due. In addition, make-up or extra credit work will not be given in order to raise students' grades, so please give each assignment your full effort the first time.
5. Grade Appeals. If you have a concern about a grade that you receive in this class you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.
6. Academic Dishonesty. Academic dishonesty as defined by University policy (e.g., plagiarizing, cheating, etc.), will not be tolerated in any form.

Preliminary Course Schedule

| Date | Topics | Readings/Assignments |
|--------------|---|---|
| Thurs, 9/24 | Course Introduction <ul style="list-style-type: none"> • Kolb's Learning Model | |
| Tues, 9/29 | Leadership Overview | <ul style="list-style-type: none"> • Complete the Personal Best Leadership Experience Form prior to class • Read K&P Chapters 1 & 2 |
| Thurs, 10/1 | Learning Teams Work Day | <ul style="list-style-type: none"> • Form teams and choose assignments |
| Tues, 10/6 | Practice 1: Model the Way <ul style="list-style-type: none"> • Clarify values • Set the example | <ul style="list-style-type: none"> • Read K&P Chapters 3 and 4 • Read "Clash of the Values" handout |
| Thurs, 10/8 | Guest Speaker: Bob Mitchell, Cintas Corporation | |
| Tues, 10/13 | Practice 1: Model the Way <ul style="list-style-type: none"> • Skills Focus: Developing a better understanding yourself • Team 1 presentation | <ul style="list-style-type: none"> • Read Goleman article (HBR, 1998) |
| Thurs, 10/15 | Practice 2: Inspire a Shared Vision <ul style="list-style-type: none"> • Envision the future • Enlist others | <ul style="list-style-type: none"> • Read K&P Chapters 5 & 6 • LPI: Self & Observer Instruments Due |
| Tues, 10/20 | Practice 2: Inspire a Shared Vision <ul style="list-style-type: none"> • Skills Focus: Communication skills • Team 2 presentation | <ul style="list-style-type: none"> • Read Collins article (HBR, 1999) • Read Morgan article (HBR, 2008) • LPI Reports returned to students |
| Thurs, 10/22 | Guest Speaker: Dr. Karen Bankston, Drake Center/The Health Alliance | |
| Tues, 10/27 | Practice 3: Challenge the Process <ul style="list-style-type: none"> • Search for opportunities • Experiment and take risks | <ul style="list-style-type: none"> • Read K&P Chapters 7 & 8 |
| Thurs, 10/29 | Practice 3: Challenge the Process <ul style="list-style-type: none"> • Skills Focus: Creativity and change • Team 3 presentation | <ul style="list-style-type: none"> • Read Sutton article (HBR, 2001) |
| Tues, 11/3 | Practice 4: Enable Others to Act <ul style="list-style-type: none"> • Foster collaboration • Strengthen others | <ul style="list-style-type: none"> • Read K&P Chapters 9 & 10 |
| Thurs, 11/5 | Practice 4: Enable Others to Act <ul style="list-style-type: none"> • Skills Focus: Trust and collaboration • Team 4 presentation | <ul style="list-style-type: none"> • Read Hurley article (HBR, 2006) • Leadership Assessment Report Due |
| Tues, 11/10 | Guest Speaker: Kim Yates, Procter & Gamble | |
| Thurs, 11/12 | Practice 5: Encourage the Heart <ul style="list-style-type: none"> • Recognize Contributions • Celebrate the values and victories | <ul style="list-style-type: none"> • Read K&P Chapters 11 & 12 |
| Tues, 11/17 | Practice 5: Encourage the Heart <ul style="list-style-type: none"> • Skill Focus: Giving Feedback • Team 5 presentation | <ul style="list-style-type: none"> • Read Bossidy article (HBR 2007) • Read Nelson article (HRMag, 2006) |
| Thurs, 11/19 | Leadership is Everyone's Business | <ul style="list-style-type: none"> • Read K&P Chapter 13 |

| | | |
|-----------------------|--|---|
| Tues, 11/24 | No Class: Work day for team written projects | |
| Thurs, 11/26 | No Class: Happy Thanksgiving! | |
| Tues, 12/1 | Putting It All Together • Discussion of team written project | • Team Written Project Due |
| Thurs, 12/3 | Course Wrap-Up • Final exercise | • Read Wademan article (HBR, 2005) • Course Evaluations (in-class) |
| Tues, 12/8 2:00 pm | Finals week | • Leadership Development Plan Due |

Supplemental Reading List

All readings are available for free from the UC Libraries full-text databases (www.libraries.uc.edu)

To access articles:

1. Go to www.libraries.uc.edu
2. If you are logging in from off-campus, you will have to log-in via the proxy server (see instructions on the library's home page under "Off Campus Access").
3. From the quicklinks on the left-hand side of the page, choose "Journals."
4. Enter the journal title (ex: Harvard Business Review). This will bring up a list of options for accessing this journal.
5. Select the database you would like to use (I'd suggest "Business Source Complete" or "OhioLINK Electronic Journals" when available, but all should be OK). Then, search within that journal for the author or title to read, download, or print the article.

| Date Due | Reading(s) Assigned |
|-----------------|--|
| Tues 10/13 | • Goleman, D. (1998, Nov/Dec). What makes a leader? <u>Harvard Business Review</u> , 76(6), p. 93-102. |
| Tues 10/20 | • Collins, J. (1999, Jul/Aug). Turning goals into results: The power of catalytic mechanisms. <u>Harvard Business Review</u> , 77(4), p. 70-82. • Morgan, N. (2008, Nov). How to become an authentic speaker. <u>Harvard Business Review</u> , 86(11) p. 115-119. |
| Thurs 10/29 | • Sutton, B. (2001, Sep). The weird rules of creativity. <u>Harvard Business Review</u> , 79(8), p. 94-103. |
| Thurs 11/5 | • Hurley, R. (2006, Sep). The decision to trust. <u>Harvard Business Review</u> , 84(9), p. 55-62. |
| Tues 11/17 | • Bossidy, L. (2007, Apr). What your leader expects of you. <u>Harvard Business Review</u> , 85(4), p. 58-65. • Nelson, N. (2006, Feb). Valuing employees. <u>HRMagazine</u> , 51(2), p. 117-122. |
| Thurs 12/3 | • Wademan, D. (2005, Jan). The best advice I ever got. <u>Harvard Business Review</u> , 83(1), p. 35-44. |