Leadership in the Workplace 37:575:492: Section 80 Spring 2013

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Office Hours: Meeting by Appointment

Text: Leadership Theory, Application/Skill Development - 4th Edition Lussier, Achua

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Overview

This course is designed to provide for Profit and non-Profit managers with the tools necessary to effectively lead individuals and teams in today's complex organizational climate. Through simulations, live group exercises, discussion, case studies and reading; students will develop their leadership style and capability to supervise, motivate, build teams, manage group dynamics, communicate effectively, and deal with conflict. This course addresses key dimensions of leadership behavior: personal integrity, self-knowledge, vision, communication, organizational competence, and empowering people and teams.

Leadership skills can be learned, most people are not *born leaders*, as the myth would have it. (*Myth: leaders are born, not made.*) Everyone, at one time or another will have (or has had) the opportunity to be leader. Many renowned leaders, for instance, become known not so much for skills and knowledge which many others may also possess, but for their ability to use those skills and knowledge when specific situations arose which required them.

It is also important to know the difference between management skills and leadership skills, and to separate them . . .many managers are good at management, but are not leaders (the converse is sometimes also true.) Whereas managers' tasks are more 'control' oriented, leadership skills are more involved with such things as *inspiring followers*, *vision-creation*, *and abilities to listen*, *learn from experience*, *communicate well and assert themselves*.

However, do not confuse the idea that managers cannot be leaders, they of course can be, but to be a manager-leader means augmenting what are considered the usual manager routine/protocol skills.

Clearly the building of relationships is also critical to the leadership role, as is building competence and credibility. Leaders also deal with different aspects of power and influence than managers do, and their values may differ from those of control based managers. Some leaders are likely to be more individualistic and stand out more than others, whereas others may be less individualistic, more conservative and relate more strongly to 'the common person,' yet still be acknowledged for their leadership ability.

The ways in which leaders reason things out may often be different from those of managers whose work is largely based on following well-established routines and protocols. In this course we will explore most of the aspects of what has proceeded, and will aim to do so experientially.

Course Learning Objectives: *At the end of the course, students will:*

- be able to define and state the differences between manager-ship and leadership skills.
- demonstrate through classroom experience, discussions and individual journals
- understand the idea that there are 'leaders and followers' is ambiguous and that followers may be likely candidates for leadership themselves.
- through readings from the text begin to specifically define leadership skills and relate to them
 personally either through direct observation(s) or personal experience(s)
- develop insight and understanding of their own potential(s) for leadership, as well as attitudes and behaviors which inhibit their development as leaders within their own organization(s), networks, clubs, activities
- demonstrate understanding of leadership skills as related to individual personal skills

Classroom Conduct:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and the instructor. Rules of classroom behavior include but are not limited to the following:

- Conflicting opinions among class members are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language or gestures
- Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom and to develop management skills and judgment appropriate to such diversity in the workplace.

Course Outcomes:

- 1. <u>Leadership in Teams</u>: Given an organizational situation, identify strategies to develop, maintain, motivate, and sustain self-managed teams using concepts, theories and techniques of team leadership.
- 2. <u>Collaboration in Teams</u>: Given a case study or leadership situation, collect, assimilate, disseminate, and maximize the views of team stakeholders in order to reach defensible goals with minimal conflict.
- 3. <u>Conflict</u>: Given an organizational situation that requires interpersonal or interdepartmental action, identify situations of conflict, diagnose the impact of both overt and covert behavior, and develop a plan for conflict resolution using evidence-based methods.
- 4. <u>Ethics</u>: Given an organizational setting, identify ethical and dilemma-resolution practices, and make evidence-based decisions that integrate personal, social, and corporate responsibility.
- 5. <u>Communication</u>: Communicate orally and in writing to individuals and groups in a concise, clear, organized, and well-supported manner using formats and technology relevant to the organizational context.
- 6. <u>Motivation</u>: Given a leadership situation, identify workplace commitment theories to incorporate influences and power as a leader to motivate organizational stakeholders.
- 7. <u>Research</u>: Given an organizational need to evaluate and defend its actions or potential actions; select, analyze, and apply the assessment techniques, research methods, and/or statistical analyses needed to evaluate and defend those actions based on evidence
- 8. <u>Knowledge and Understanding of the Field</u>: Demonstrate competency in identifying and integrating the major concepts, theoretical perspectives, historical trends, and key figures in the field of organizational leadership.
- 9. <u>Change</u>: Evaluate the impact of change on organizations, organizational members, and other stakeholders and apply appropriate change models and theories to facilitate successful change.
- 10. <u>Global diversity</u>: Analyze and evaluate the involvement of diversity in leadership issues, with special attention to the implications of diversity for individuals, organizations, and societies.
- 11. <u>Interpersonal Effectiveness</u>: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Schedule – Spring 2013

	Chapter	Topic(s)	Due
		Individuals as Leaders	
01/23/13	1	Leadership Characteristics	
		Case: General Electric (p 3)	
		Video Case: P.F. Chang's (p26)	
01/30/13	2	Leadership Traits and Ethics	
		Case: Lorraine Monroe (p31)	
		Self Assessment: Personality Profile (p32-33)	
02/06/13	3	Leadership Behavior and Motivation	
		Self Assessment: Leadership Style (p71-72)	
02/13/13	4	Influencing: Power, Politics, Networking, and Negotiation	
		Case: Mark Cuban (p109)	
		Self Assessment: Use of Political Power (p120-121)	
		Self Assessment: Networking (p127-128)	
02/20/13	5	Contingency Leadership Theories	Leader I have
		Video Case: Leadership at McDonald's (p179)	followed
		Self-Assessment: Determining Leadership Style (p180-181)	Project
00/05/10		Team Leadership	
02/27/13	6	Test I (chapters 1-5)	
		Communication, Coaching and Conflict Skills	
		Self-Assessment: Listening Skills (p193-194)	
00/06/10		Case: Communication at Navistar (p224)	
03/06/13	7	Leader – Follower Relations	Group Project
		Self Assessment: Relationship with your Manager (p241-242)	Workshop
02/12/12	0	Self Assessment: Effective Followership (p257-258)	т 1
03/13/13	8	Team Leadership and Self-Managed Teams	Journal
		Case: Cisco (p279)	Project
		Self Assessment: Assessing Teamwork (p284)	
		Case: Federal Express (p318-319) Organizational Leadership	
03/20/13		Spring Break – NO CLASS	
03/20/13	9	Charismatic and Transformational Leadership	Group Project
03/27/13	9	Case: Oprah (p329)	Workshop
		Self Assessment: Transactional/Transformational Leader (p352)	Workshop
04/03/13	10	Leadership of Culture, Ethics and Diversity	Personal
04/03/13	10	Case: Avon (p369)	Improvement
		Self Assessment: Personal Values (p387-388)	Plan
		Video Case: Pepsi (p412)	1 1411
04/10/13	11	Strategic Leadership and Change Management	Group Project
	11	Case: Google (p417), Case: Nike (p445-446)	Movie Review
		Self Assessment: Learning Organizations (p465)	1110 TIC TOUTOW
04/17/13	12	Crisis Leadership and the Learning Organization	
04/17/13	12	Self Assessment: Personality/Crisis – Learning Organization (p473)	
04/24/13	13	Test II (Chapters 6-12)	
05/01/13	14	Group Project Presentations	Group Project
03/01/13	17	Croup 110Joet 11000mations	Workshop

Individual Projects: Select ANY 2

1. Journal <due 03/13>

You will maintain a personal leadership journal. The purpose of this journal is to highlight your reflection on the course content and its application to your life and development as a leader. The single most effective way to maximize the impact of what you learn in this course is to reflect on what you've learned and how it applies to your life, and then to journal your thoughts.

As you observe leadership situations in your daily life, make a mental note of them, then reflect on these situations and document your reflections in your journal. (Note: Your reflections should tie as closely as possible to specific concepts that you have learned in the course.)

While I encourage you to write in your journal frequently, you are **required** to write at least one journal entry each week beginning with the first week of class. Each journal entry should indicate date of experience, situation, describe event, action, your reaction, and alignment with course content.

I will be looking for: 1) depth of your insights and reflections (all journal entries will be kept confidential) and 2) relevance to the course material. Simply recording events or answering questions from the text are not sufficient. Please consider every situation, correlate to our class content, and highlight lessons learned.

2. Personal Improvement Plan <due 04/03>

You will develop an individual improvement plan.

- a) Write a vision projection for your career and life and then through review of the key dimensions of leadership including self awareness, self management, social awareness and relationship management you will discover your primary leadership strengths and leadership weakness.
- b) Write an engagement statement; develop and state an action plan (goal: objectives: actions: metrics) with timelines to shore up your key weakness and exemplify your key strengths.
- c) Use a journaling method to track your own journey of incorporating self mastery techniques in your life. For a period of 4 weeks utilize and document the self-mastery life-skills we have learned and practiced in class.
- d) At the end of the 4 week experiment write an overall evaluation of the effectiveness of incorporating life-skills including an interview of a close associate regarding any noticeable changes in your style or behavior.

3) <u>Leader I have followed</u> <due 02/20>

Think about a time when you followed the direction of someone you admired and respected as a leader.

Assignment:

- a) What was the situation (project, program or activity) which you were involved with the individual?
- b) How did this person make you feel? Identify four words you would use to describe how you felt when you connected with this individual, and how this person made you feel about yourself.
- c) Outline four leadership actions this person demonstrated to get you and others to perform at your best? Consider what this individual did as a leader that you admired and respected. What did this leader do to gain trust and get the group or organization to get extraordinary results?

Group Project: Select 1

1) Group Project (workshop):

Self-selected groups of four will be responsible for developing, designing, and presenting a leadership workshop.

Each group will select a topic or skill that they wish to instruct the class. Topic selections will be made by the end of the fifth week of classes (02/20). The workshop should take 20 minutes to complete, with time for de-brief after the workshop.

The workshop will follow the same format as the methodology for the class (theory, experience, reflection/feedback), although the order may be different depending on the intent of the workshop. Each group can use the medium of their choice to communicate the content and deliver learning outcomes. A suggested format for the workshop will include:

- Subject
- Why Important
- Key Learning Objectives
- Exercise or Learning Opportunity (practical application)
- De-brief and Reflection
- Implications for Leadership

All workshops will be self-contained and not require any outside reading by the rest of the class.

Requirement: Groups will provide the instructor with a 3-4 page paper citing the importance of this topic to leadership, why it was chosen, what real-world problems it could likely address, and how you might go about introducing this concept or technique in a large organization. This interaction provides the basis for several assessments and learning opportunities about teamwork and collaboration that are not included elsewhere in the course. These workshops will be scheduled on specific dates. The instructor will be available for coaching each team regarding their presentation.

2) **Leadership Collaboration** (movie review) <due 04/10>

Self-selected groups of 4 students will collaborate on the following assignment.

Leadership Lens: Through the camera

The group will choose and watch a movie (with an approved leadership theme) with a focus on identifying and critically analyzing the leaders as well as the leadership themes, theories, situations, etc. in the film.

Each member will be responsible for focusing on a specific aspect of the film and write a 2-3 page paper on their key theme. The group will get together, share what they have each written, discuss the film and their papers, and develop an overall set of "lessons-learned". The team will hand in the entire set of papers, and provide a presentation that highlights the storyline, character issues, relevant leadership challenges, impact, and recommendations.

Grading

	Test 1	Individual	Individual	Group	Participation	Test 2	
		Project 1	Project 2	Project			
	(20)	(15)	(15)	(20)	(10)	(20)	
Α		14.3	14.3	19	9.5		A (90+)
B+		13.3	13.3	17.6	8.8		B + (86 – 89.9)
В		12.5	12.5	16.6	8.3		B (80.0 – 85.9)
C+		11.8	11.8	15.6	7.8		C + (76 – 79.9)
С		11.0	11.0	14.6	7.3		C (70.0 – 75.9)
D		9.9	9.9	13.2	6.6		D (60.0 – 69.9)