HRIR 6465: Leadership and Personal Development ⎯ Fall 2016
University of Minnesota, Carlson School of Management
Section 050 8:00am – 5:00pm Fridays: 10/28, 11/4, and 11/18 ⎯ CSOM Room 2-213
Section 051: 8:00am – 5:00pm Saturdays: 10/29, 11/5, and 11/19 ⎯ CSOM Room 2-215
(note both sections do not meet Election week—the week of 11/11-12)

Instructor Information:  
Instructor: Dr. Elizabeth (Beth) Campbell, Ph.D.
Office: 3-273 Carlson
Email: campbele@umn.edu (best way to reach me)

Office Hours: By appointment

I am eager to talk with you about any questions, concerns, and ideas you may have. You can communicate by telephone, email, or in person. I will generally be available during class breaks to discuss brief issues that come up. If you would like to have a lengthier discussion or have a specific issue, email is probably best or you can make an appointment via email to see me/chat via phone.

We are fortunate to have Bori Csillag (csill001@umn.edu) assisting us in this course! Bori is one of our most talented doctoral students in our Work and Organizations Department. She also holds an MBA.

I. COURSE DESCRIPTION

Wanting to lead and believing you can lead are the departure points on the path to leadership. Leadership is an art - a performing art - and the instrument is the self. The mastery of the art of leadership comes with the mastery of the self. Ultimately, leadership development is a process of self-development. --The Leadership Challenge

Large and small organizations alike spend billions of dollars each year on leadership training. Effective leadership is considered essential for organizations, though defining effective leadership is tough. Engaging consistently in effective leadership practices presents an enormous challenge for most individuals. The focus of this course is on preparing you for effective organizational leadership.

This course provides an opportunity for you to develop an understanding of effective leadership and to hone your leadership skills. Although the course content is informed by leadership theory and empirical evidence, the focus is on understanding your personal leadership strengths and vulnerabilities through feedback while developing your leadership skills through practice. The course is interactive and all students will a) actively participate in all exercises and role plays; b) practice leadership behaviors with “take action” assignments before class and in the interim weeks; and c) create a customized leadership development plan.

II. COURSE OBJECTIVES

- To facilitate students’ personal growth and development though the process of self-examination and external feedback
- To teach the principles and practices of effective leadership
- To aid students in the development of leadership skills through practice
- To stimulate students’ commitment to a specific, challenging, and ongoing process of leadership and personal development
III. REQUIRED MATERIALS

- Leadership Practices Inventory (LPI online). This 360-degree leadership assessment must be ordered directly from Wiley Publishing. Order details are provided in a separate document.
- Video cases: You will be assigned one of the following biographical films based on a leader to present with your group: (1) Steve Jobs (2015); (2) Iron Lady (2011); (3) The Aviator (2006), and (4) All The Way (2016). Films can be obtained through Amazon.com, HBO.com, Netflix.com, public libraries, or from any store that sells or rents films. (Note: *Steve Jobs and All The Way are rated R for strong language. If you are uncomfortable with this, please consult with me for an alternative assignment).
- Experiential & Reflection Exercises, Assessments, and Mini Cases (distributed in class, online, on Moodle, and/or in email)

IV. COURSEWORK AND ASSIGNMENT SUMMARY

Leadership and management skills are best learned by integrating and applying data-driven theoretical concepts to practical situations. These skills are difficult to meaningfully assess with exams. Thus, rather than traditional examinations, we will learn the material with practical exercises and application of the course materials to your life as a leader. Each class will be a combination of discussion of the conceptual material and exercises designed to bring these concepts to life.

This class is an elective seminar, meaning you opted to be here. Consequently, I fully expect that you will attend all classes, come having read all the assigned readings before class, and be prepared to discuss it. To get the most out of the course, and to maximally benefit from the exercises, you must read and complete the assignments in advance and be an active participant in class.

Grades will be based on the following course requirements:

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date &amp; Turn-in Method</th>
<th>% of total</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Baseline Assessment Pre-work.</strong></td>
<td>(grades based upon on-time completion)</td>
<td>10%</td>
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<tr>
<td>(A) LPI 360 (self &amp; others’ assessment of you)</td>
<td>(A) Take online by Saturday, 10/15</td>
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<tr>
<td>(B) Personality &amp; Work Preferences Assessment</td>
<td>(B) Take online by Saturday, 10/15</td>
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<tr>
<td>(C) Carlson Leader Time-Use Assessment</td>
<td>(C) Upload to Moodle Folder by 10/30</td>
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<td><strong>2. For Day 1: Leadership Challenge Paper</strong></td>
<td>Bring hard copy to Day 1 class</td>
<td>15%</td>
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<td><strong>3. For Day 2: Leader Behavior Analysis:</strong></td>
<td>(A) Take online by Thursday, 11/3, 6PM</td>
<td>10%</td>
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<tr>
<td>(A) Social Capitalist Case</td>
<td>(B) Upload to Moodle Folder by 8am Day 2</td>
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<td>(B) Leader Analysis Mini-case</td>
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<td><strong>4. For Day 3: Group Video Case Presentation</strong></td>
<td>Upload slides Moodle Folder by 8am Day 3</td>
<td>15%</td>
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<td><strong>5. Post-class. Final Leadership Development Paper</strong></td>
<td>Please submit these together as one document. Upload to Moodle Folder by Wednesday, 11/30 (by midnight)</td>
<td>40%</td>
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<tr>
<td>(A) Leader Time-use Analysis</td>
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<td>(B) Long-term LD Strategy</td>
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<td>(C) Short-term LD Plan</td>
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<td><strong>6. Contribution, Professionalism, &amp; Support Assignments</strong></td>
<td>(grades based upon engagement in-class reflection exercises, quality of contributions and questions, etc.)</td>
<td>10%</td>
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V. ASSIGNMENT DETAIL

1. Baseline Assessment Pre-work.
(A) Leadership Practices Inventory 360 Online (Due: Saturday, 10/15). You and at least six observers (direct reports, peers, past teammates, colleagues, supervisors, coaches, or others who have worked with you in a group and had the opportunity to observe your behaviors) will complete an inventory designed to assess your leadership style and behaviors. Details are included in the LPI 360 - Detailed Instructions available on the course website and attached to the first course email.

(B) Personality & Work Preferences Assessment. (Due: Saturday, 10/15). Complete the online survey. I highly recommend taking this on a computer (i.e., not phone) and in one sitting. The survey takes about 11-14 minutes. It will auto-calculate personality results for you at the end for you. Please make sure to capture/screenshot/record this information as I cannot regenerate it! This information will help you understand your leadership tendencies and default reactions. The survey link is posted on Moodle and embedded in the first course email.

(C) Carlson Leader Time-Use Assessment. (Due: Sunday, 10/30). Over 10 “regular” work days (i.e., excluding vacations, days spent on workshops/trainings, business trips, etc.) before our 1st class, you will track how you spend your time, attention, and activity. You will get an individualized report on Day 3 to enable your analysis of how your time spent may be driving your leadership assessment. Students find this an informative learning tool. It is also an input to your Final Leadership Development Paper. The first tab of the Carlson Leader Time-Use Tool contains detailed instructions. Read them carefully! The tool is available on Moodle and will reach your inboxes via the second course email. If you have any question or issue with the tool, please contact our team carlsonleadership@gmail.com. Upload your completed assessment to the appropriate Moodle folder.

2. Leadership Challenge Paper (Due: Day 1; hard copy). The purpose of paper is to stimulate your reflection, awareness, and analysis about your own leadership style and you current scope and quality of influence. I want you to thoughtfully consider about where you are in your development as a leader—right now (not where you “should be”). Details are included in the Leadership Challenge Paper - Detailed Instructions & Rubric on Moodle and attached to the first course email. So you can clearly understand how papers will be evaluated, I have also posted the grading rubric. The Leadership Challenge paper is limited to FOUR (4) double-spaced pages, with 12-point font and 1” margins.

3. Leadership Behavior Analysis:
(A) Social Capitalist Case (Due: Thursday, 11/3, 6PM). Read the case about an exceptionally skilled networker and answer the questions that follow. Come prepared to talk about the leader’s behavior in Day 2’s class.

(B) Leader Analysis Mini-case (Due: Day 2). The purposes of the mini-case leader analysis are to think about the five leadership practices in the context of a specific, real-world, and current situation and to thoughtfully analyze the behaviors of a leader that affect his or her influence. I will provide details in class including my grading rubric, which I will also post to Moodle see Leader Analysis Mini-case - Detailed Instructions & Rubric (available after Day 1’s class). Upload your completed assignment to the appropriate Moodle Folder by 8am on Day 2. The Leader Analysis Mini-case is limited to TWO (2) double-spaced pages (12-point font and 1” margins).

4. Group Video Case Presentation (Due: Day 3). The purpose of the case analysis is to enable you to learn about leadership from the experiences (successes and failures) of others. The case assignment is a group assignment comprised of a thoughtful analysis and class presentation on a controversial leader. I will provide details in class including my grading rubric, which I will also post to Moodle see Group Video Case Presentation - Detailed Instructions & Rubric (available after Day 1’s class). Should you use slides, please upload them to the appropriate Moodle Folder by 8am on Day 3.
5. Final Leadership Development Paper (Due: to Moodle Folder by Wednesday, 11/30, midnight). Other assignments in the course pave the way for this, our big-ticket deliverable. The purpose of your Final Leadership Development paper is to chart a longer term vision and short term roadmap for your personal development. This should be the most valuable assignment for you and represent something that serves you long after the course ends. It takes the form of one paper, comprised of three parts. I have posted several exemplar papers on Moodle. So you can clearly understand how your paper will be evaluated, I have also posted the rubric I will follow while grading. Please see the Final Leadership Development Paper – Details & Rubric, which will be posted to the course website after Day 1:

(A) Leader Time-use Analysis. Time and attention are really our most valuable and limited resources. Based upon your time tracking—and the leader time use report that you will be furnished on Day 3—this part asks you to analyze the way you spend your time and your behaviors that are helping to build—or detract from—the scope and quality of your influence with others. This exercise should enable you to think more deeply about what specific behaviors are driving your LPI results—and improve the quality and depth of the other two parts of your Final Leadership Development Paper. Your Leader Time-use Analysis is limited to TWO (2) double-spaced pages, with 12-point font and 1” margins (you may also include tables/appendices, if helpful).

(B) Long-term LD Strategy. You cannot realize your potential as a leader without keen awareness of personal and professional weaknesses and strengths. To help you develop that awareness and chart an intentional path for your leadership development, you need a clear strategy. Your long-term leadership development strategy is a document that assesses your strengths and weaknesses as a person and a leader (from your and others’ perspectives), clarifies your vision and values, and sets goals for the future. Your Long-term LD Strategy is limited to SIX (6) double-spaced pages of text (Cover page, appendices, and your 6-month Action Plan are not included in this page limit).

(C) Short-term LD Plan. Two things will catalyze and enable your long-term development strategy as well as course-correct you when you stray for your goals: (1) a near-time, actionable plan, and (2) a schedule pulse-check as to where you are against your plan. To enable these, there is a one-page template to help you think through and explicitly detail how your 6-month Action Plan, which includes how and when you will reassess your progress against your development goals.

6. Class/Group Contribution, Professionalism, & Support Assignments.

- Completion of Support Assignments. Throughout the class, there will be reflection exercises and assessments that I will provide to help you understand your values, default traits, and work styles, etc. How you use them is optional but completing them is not. If completing them makes you think and introspect (and occasionally feel uncomfortable/vulnerable), brilliant! I’ll be thrilled. Personal growth is rarely painless and requires great self-awareness.

- Class/Group Contribution & Professionalism. Your contribution grade will be based on your active and thoughtful participation. Participation is more than asking and responding to questions—it also includes evidence of preparation for class and active participation in discussions. For each class, you should be prepared to summarize or talk about an assigned reading, to describe your paper, to answer questions posed by other students, etc. Regardless of whether I am lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will actively listen, comment, solicit the viewpoints of others, etc. Many of you may have relevant personal experiences that could benefit all of us. I encourage you to share these during class. Participation will be assessed in three ways at the end of the course:
  1. Instructor & TA Assessment
  2. Peer Assessment via Peer Evaluations
  3. Self-Assessment

So that you clearly understand how you will be evaluated, Participation Expectations and Self-Assessment Forms are available for you to review on Moodle.
A special note on attendance:
By enrolling in this elective course, you are agreeing to attend ALL class sessions. Because the course is compressed into three days, and it requires students to be active participants, you should not enroll unless you are able to attend each of the sessions. Attendance at all sessions is required. If you miss a session for any reason, your final grade in the course will be dropped by one full letter grade.

VI. WRITTEN ASSIGNMENTS
- Written assignments are graded based on substantive content AND writing quality. Paper will be evaluated CRITICALLY, so be sure that they reflect your best and original work. I post rubrics for course written assignments to help you avoid losing points. I cannot emphasize enough that if you turn in poorly edited work or first drafts, it will be unlikely for you to earn an A.
- In short writing assignments like those in this class, careful writing matters. I suggest jotting down all the points you want to make and organizing them into a coherent “story” prior to writing. For each sentence and each paragraph, ask yourself, “What am I trying to communicate?” and then do so directly, clearly and with carefully chosen words. Be clear about what you want to communicate and then choose clear language to communicate your ideas. Remember: the essence of good writing is rewriting so spend time developing your assignments.
- The two primary differentiators between acceptable and excellent papers are: 1) carefully following the details of the assignment; and 2) providing concrete, specific, details in the paper, especially when describing experiences, strengths, weaknesses, or examples. General statements are best followed by specific examples.
- I strongly suggest students get feedback on their writing assignments prior to turning them in (especially those for whom English is a second language). The University of Minnesota Center for Writing provides free individualized writing support to all students (http://writing.umn.edu/). Did I mention it is free?! “On Writing Well” by William Zinsser is an easy to read, helpful book on writing.
- Adhere to the page limits. I will not read additional pages beyond the maximum—doing so would be unfair to your classmates who met requirements. Further, these writing exercises are intended to give you practice in communicating in depth with clear, concise language.
- To enable you to meet all of these criteria, I have posted strong examples from past years if you need some inspiration, ideas on structure, or insights on depth.

Written assignments will be graded based on:
- Creativity and insight: Material presented is original, engaging, and interesting.
- Integration with course readings, lectures, and discussions: Paper draws on, applies, and seeks to extend leadership development concepts covered in the class.
- Depth of analysis: Paper demonstrates thorough attention to the issues of the situation and not just obvious extensions or surface treatment of the material. Campbell tip: this is where I typically see the most points lost.
- Organization and structure: Paper employs a logical framework and analyzes a critical issue.
- Style: Paper is well written using appropriate grammar, spelling, and punctuation.
**See also the assignment-specific rubrics posted to Moodle

Additional notes on assignments
- Written assignments are due at the beginning of the class on the due date (if you want a copy with you for class discussion, please bring an additional copy).
- Any late work will have a grade reduced by one grade per day late (e.g. a paper one day late would drop from A to A-, two days late from A to B+).
- If you wish to dispute any grade, you must do so IN WRITING within one week of when the paper was returned. Include a specific rationale for why you are disputing the grade.
VII. EVALUATION
In order to improve your leadership and management skills, you must know from what point you are starting. Thus, over the course of this class, you will be evaluated extensively—by yourself, by your classmates, and by me. You must be willing to accept this evaluative process and the vulnerability that comes with it. Though being evaluated is somewhat uncomfortable for most of us, you may find it one of the most beneficial aspects of the course.

VIII. COURSE ASSUMPTIONS/EXPECTATIONS
Below are the assumptions that we all operate under for this course.
• We enjoy working and learning.
• We all have different needs and styles.
• We encourage individual and team achievements and will work to enable optimal learning for all.
• We treat each other with dignity and respect, valuing individual, political, and cultural differences.
• We communicate frequently and with candor, listening to one another to learn all we can.
• We arrive time for class, stay attentive, and come prepared out of respect for our classmates.
• We commit to a “laptops/tablets down” policy during class (unless working in your groups) and silence our mobile phones/devices in the classroom. We do not use our phones and computers to check email/text/snapchat/timehop/wechat/weibo/twitter/politico/espn/facebook during class.

IX. A SPECIAL NOTE
Because it is an election year and leadership is our central focus, it seems especially important to remind us what academic freedom and the accompanying academic responsibility mean:

Academic freedom is the cornerstone of a university. At the University of Minnesota, as elsewhere, it means the freedom to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern.

Academic freedom includes the freedom to discuss all matters relevant to a course and may include presentation and/or discussion of diverse viewpoints on controversial matters. Students are responsible for learning the content of any course in which they enroll, and the learning process may include discussion about and reflection on varying points of view.

Along with this freedom comes the responsibility to exercise academic freedom respectfully and to show consideration for the academic freedom of others. Students and instructors should expect their views to be challenged and everyone—students and instructors alike—has the obligation to be respectful, fair, and civil to others in discussing divergent points of view. Academic freedom and academic responsibility are taken seriously at the University of Minnesota. Students are encouraged to contact the instructor, the department chair, their adviser, or the campus student-conflict resolution office or center if they have questions or concerns.

Carlson School students are expected to understand and uphold the Carlson School Code of Conduct. Any violation of the Code of Conduct will not be tolerated and appropriate action will be taken.