

HRIR 6465 (Sections 050 and 051)
Leadership and Personal Development
University of Minnesota

Course Information:

Section 050, Spring 2018
Friday Session
Meets: 3/23, 4/6, 4/13 from 8:00am-5:00pm
Location: CSOM 1-132

Section 051, Spring 2018
Saturday Session
Meets: 3/24, 4/7, 4/14 from 8:00am-5:00pm
Location: CSOM 1-132

Instructor Information:

Instructor: Theresa M. Glomb
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Office: 3-259 CSOM
Office Phone: (612) 624-4863

I am eager to talk to you about any concerns, questions, 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'd 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.

Teaching Assistant: Doug Giddings
Email: giddi037@umn.edu
Office phone: 612-626-9942
Office hours: by appointment

We are fortunate to have Doug Giddings assisting us in this course! Doug is a doctoral student in our Work and Organizations Department. Doug should be your first point of contact for specific course content related questions. He will then refer issues to me as needed.

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, and 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 personal leadership strengths and vulnerabilities through feedback, and developing 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 in the interim weeks; and c) create a customized leadership development plan.

COURSE OBJECTIVES

- *To facilitate students' personal growth and development through 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*

REQUIRED MATERIALS

- Kouzes, J. M. & Posner, B. Z. The Leadership Challenge. 5th or 6th Edition.
- 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. The cost is \$153.
- 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) All the Way (2016); (4) The Aviator (2006). Films can be obtained through Amazon.com, Netflix.com (for members), public libraries or from any store that sells or rents films (if you can find one anywhere ☺). (Note: *Steve Jobs and All the Way are rated R for language. If you are uncomfortable with that, please consult with me.)
- Experiential Exercises, Assessments, and Mini Cases (distributed in class, email, or on Moodle)
- There may be brief additional readings or activities distributed that I would like you to check out on the web for special topics or as supplements to the above material.

COURSEWORK AND GRADES

Leadership skills are best learned by integrating and applying evidence based theoretical concepts to practical situations. These skills are difficult to meaningfully assess with exams and typical assignments. Thus, we will learn with practical exercises and application of 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, have read all the assigned readings before class, and be prepared to discuss the material. To get the most out of the course, and to maximally benefit from the exercises, you will need to have read the assigned material, complete homework and practice exercises, and be an active participant in class.

Grades will be based on the following course requirements:

Assignment	% of total
Online LPI and Personality Assessment (Due: before first class)	5%
Leadership Challenge Paper (Due: Day 1, upload to Moodle by 8am)	20%
Case analysis (Due: Day 2, upload to Moodle by 8am)	10%
Group Video Presentation (Due: Day 3, upload to Moodle by 8am)	15%
Individual Development Plan (Due: April 24)	40%
Class/Group Participation and Contribution	10%

Assignments:

1. **Leadership Practices Inventory (LPI) Assessment Online.** You and (at least) six observers (supervisors, direct reports, colleagues or others who have worked with you) will complete an inventory designed to assess your leadership style and behaviors. The more observers the better! I highly recommend that you pick at least 8-10 raters. Anticipate that some people will not respond. Details are included in the document, LPI Instruction SPRING 2018, available on the course website and attached to the first course email.
Personality Assessment Online. Complete the online survey. Take this on a computer (i.e., not phone) and in one sitting. The survey takes about 10-14 minutes. It will auto-calculate personality results for you at the end. **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.

2. **Leadership Challenge Paper.** The purpose of The Leadership Challenge paper is to stimulate your thinking about your own leadership behaviors, default style, and the 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 think you “should be”). This assignment is due on the first day of class. Details of this project are included in a separate document, available on the course website and initial email. The Leadership Challenge paper is limited to four double-spaced pages, with 12-point font and 1” margins.
3. **Two case analysis assignments.** The purpose of these case assignments is to think about leadership practices in the context of a specific, real-world, current situation. The case analysis is limited to three double-spaced pages, with 12pt font and margins. Details will be provided in class.
4. **Group video case analysis.** The purpose of the case analysis is to allow you to learn about leadership from the experiences (successes and failures) of others. The case assignment is a group assignment comprised of thoughtful analysis and class presentation on a leader. Details of the case assignment are provided in a separate document.
5. **Final Leadership Development Plan.** 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. Because one cannot realize one’s potential as a manager and leader without awareness of personal and professional weaknesses and strengths, a formal leadership development plan is required. The leadership development plan (LDP) is a document that assesses your strengths and weaknesses as a person and a leader (from your and others’ perspectives) and sets goals for a long-term strategy and short term actionable plan. The strategy (limited to 6 double-spaced pages), and the one page leadership Action Plan is due on April 24. Details of this project are included in a separate document, posted on the course website.
6. **Class/Group Participation and Contribution and Support Assignments.** Your participation grade will be based on your *active* participation. Participation is more than just 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 we are lecturing, engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will listen, comment, solicit the viewpoints of others, etc. Many of you may have relevant personal experience that could benefit all of us so I encourage you to share these during class.

Also, 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. Consider these support assignments. 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.

Participation will be assessed in three ways and final assessments will be taken at the end of the semester:

1. Instructor and TA Assessment
2. Peer Assessment via Peer Evaluations
3. Self-Assessment

The Participation Expectations and Self-Assessment Form is available for you to review on Moodle.

A special note on attendance: In enrolling in this elective course, you are agreeing to attend all class sessions. Because the course is compressed into three days, and 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.

WRITTEN ASSIGNMENTS

- Written assignments are grades based on substantive content AND writing quality. They 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 conceived work or first drafts, it will be unlikely for you to earn an A.**
- In short writing assignments, 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 re-writing 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/>). “On Writing Well” by William Zinsser is an easy to read and helpful book on writing.
- Please 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.

Written assignments will be graded based on:

- *Creativity and insight*: The material presented is original, engaging, and interesting.
- *Integration with course readings, lectures, and discussions*: The paper draws on, applies, and seeks to extend OB concepts covered in the class.
- *Depth of analysis*: The paper demonstrates thorough attention to the issues of the situation and not just obvious extensions or surface treatment of the material. **This is where there are usually problems.
- *Organization and structure*: The paper employs a logical framework and analyzes a critical issue.
- *Style*: The paper is well written using appropriate grammar, spelling, and punctuation.

Additional notes on assignments

- Written assignments are due at the beginning of the class on the due date. 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.

EVALUATION

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.

COURSE ASSUMPTIONS/EXPECTATIONS

- 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 and cultural differences.
- We will communicate frequently and with candor, listening to one another to learn all we can.
- We arrive on 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 will silence our phones and other devices in the classroom. We will not use our phones and computers to check email/text/Facebook/Twitter/Snapchat/[insert favorite distraction here] during class.**