

EMEN 4050 Leadership Spring 2009 Course Syllabus

Full Course Title: Leadership

Catalog Description: Provides basic concepts of leadership and the essential skills required to become an effective leader/manager. The student will be provided the opportunity for personal development through exercises in communication and leadership effectiveness. Other major topics include leadership styles, managing commitments, conflict resolution, emotional intelligence, team dynamics and business ethics. Objectives of the course are to understand leadership, know your own style and have a plan for developing your leadership.

Course Instructor: Kurt R. Smith *Office Hours:* by appointment

Address: ECOT #526, 433 UCB, Boulder, CO 80309-0433

Phone: (303)-886-1919 *E-Mail:* kurt.smith@colorado.edu

Topical Outline of the Course:

The Motivation for Leadership (3 hours)

Leadership Analyzed – The neurological basis and corporate effectiveness (6 hours)

Self study – the dimensions of leadership (6 hours)

Styles of Leadership (3 hours)

Group Dynamics (6 hours)

Ethics (3 hours)

Advanced Management and Leadership Skills (12 hours)

Self Management & Personal Mastery (4.5 hours)

People Management & Motivating Others (3 hours)

Individual Styles (1.5 hours)

Conflict Resolution (3 hours)

Review (6 hours)

Required Readings:

- Required:*
1. All students are required to purchase the textbook *The Art of Leadership* by Manning and Curtis (McGraw-Hill) and the book *Primal Leadership* by Goleman et.al. (Harvard Business School Press).
 2. Readings as assigned:
 - HBR articles are to be retrieved on line: CU has access to "Harvard Business Review" online from 1922-present. The best way to access it is go to: <http://libraries.colorado.edu> and click on "Find E-Journals." This is the best way to look for online access to journals. Simply search for it by title, and follow the link in the results to the "Business Source Premier" database. From there you can browse by volume and issue, using the drop-down menus by year, or click

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on "Search within this publication" to search for an article by author, title, etc. You can do all of the above from off-campus, but you need to use one of our three methods for remote access. We recommend using the VPN program, but all three are detailed at this site:

<http://ucblibraries.colorado.edu/research/remote.htm>

- Additional readings are provided as downloadable pdf files in the eCollege system.
3. Purchase the Myers-Briggs Type Indicator Test workbook from me in class (\$15).

Kinds of Work Required:

Paper # 1: 360 Self-learning Analysis & Report	20%
Project # 2: Group Dynamics Exercise & Report	20%
Final Report: Leadership Development Plan	30%
Self Mastery Experiment & Journal	15%
Class Participation & Homework	<u>15%</u>
Total Grade	100%

Weekly Discussions of Readings and Lectures (15% of course grade)

- Each week each student will be expected to initiate and react to discussions of that week's readings and lecture both in class and as a homework.

Class Projects (70% of course grade)

- Each student will be responsible for two class projects and a final report.

Project #1 (20% of the Course Grade): 360 Self Assessment Report

Write a report:

- You will perform a 360 leadership self analysis and write a report. Through review of the key dimensions of leadership including self awareness, self management, social awareness and relationship management you will discover your primary leadership strength and your primary leadership weakness. This will be accomplished by developing 3-5 key self-assessment questions and then conducting a self assessment and a 360-degree assessment based on these key questions.

Project #2 (20% of the Course Grade):: Group Dynamics Exercise and Report

Write a report:

You will work as a group to discover the dimensions of group leadership, management and interpersonal dynamics. Through this exercise your group will write a paper that provides an intra-group analysis of each individual in the group.

Final Report (30% of the Course Grade):: Leadership Development Plan

Write a plan:

- Following up with your 360 analysis and group dynamic analysis, you will develop an improvement plan and write a report. You will start by writing 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 strength and your primary leadership weakness. This will be accomplished by developing 3-5 key self-assessment questions and then conducting a self assessment and a 360-degree assessment based on these key questions. You will then write an engagement statement and develop and state an action plan (goal: objectives: actions: metrics) with timelines to shore up your key weakness and exemplify your key strength.

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Self Mastery Experiment (15% of the Course Grade)

Experiment: Self Mastery

Perform an experiment:

Use a journaling method to track your own journey of incorporating self mastery techniques in your life. For a period of 4 weeks utilize the self-mastery life-skills we have learned and practiced in class. At the end of every day write a short journal entry on how you believe the use of the self-mastery life-skills impacted one thing in your day. At the end of the 4 week experiment write an overall evaluation of the effectiveness of incorporating the life-skills in your life including an interview of a close associate regarding any noticeable changes in your style or behavior. Finally, indicate whether you will continue to use the self-mastery life-skills – why or why not – be brutally honest with yourself?

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UNIVERSITY PROVISIONS AND REQUIREMENTS

1. If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. For further information, see www.Colorado.EDU/disabilityservices, contact 303-492-8671, or visit Willard 322.
2. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or class attendance. Students for whom religious observances conflict with class schedules should contact the instructor no later than two weeks before the potential conflict to request special accommodations. See full details at http://www.colorado.edu/policies/fac_relig.html.
3. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
4. Academic Honesty & Plagiarism: The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic, and / or refer to either or both of the following excellent sources:

<http://www.georgetown.edu/honor/plagiarism.html>

<http://www.northwestern.edu/uacc/plagiar.html>

Information on the CU Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Students agree that by taking this course all required papers may, at the discretion of the instructor, be subject to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future.

5. The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus,

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including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>

6. The Engineering Management Program (EMP) has a large distance learning population and, as such, many copyrighted materials are offered electronically to students. EMP has the responsibility to comply with the copyright law regulating distance education for a non-profit, state institution, i.e., the Technology, Education and Copyright Harmonization (TEACH) Act of 2002. It's the student's responsibility to comply with U.S. copyright law with respect to the use and sharing of the electronic materials provided within the program.

Appropriate Classroom Laptop Use

Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. It is easy for your laptop to become a distraction to you and to those around you. Therefore, please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, following along with the instructor on PowerPoint, and other directed class activities, as well as working on assigned in-class activities, projects, and discussions that require laptop use.