

EMEN 5050 / TLEN 5050 Leadership and Management Spring 2009 Course Syllabus

Course Description: This course is a core course in the Engineering Management Program curriculum. Its purpose is to explore the 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, change management, organizational culture and emotional intelligence.

Course Instructor: Dr. Barbara B. Lawton

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Office Hours: Wednesday 2-3 p.m., Thursday 10-11 a.m. and by appointment

Course Texts:

- Required:*
1. Most readings are provided as downloadable pdf files in the eCollege system. The readings assigned for each week appear later in this syllabus. From time to time, additional readings will be assigned. These will appear in eCollege. Please check the eCollege website each week for additional readings.
 2. You must watch the 1957 movie, "Twelve Angry Men", starring Henry Fonda, sometime between February 5th and lecture on February 12th. Check with your DVD rental location to be sure they have this title available in the week you need it.
 3. All students are required to complete the MBTI exam (*instructions below*) and purchase the "Myers-Briggs: Types and Teams" book through the Engineering Management Program. Please mail a check for \$30 made payable to: *CUB Engineering Management to Bonnee Basso, Engineering Management Program, 433 UCB, Boulder, CO 80309* by **February 6th** so that you get your test results and the book before the in-class lecture.

Course Requirements:

- Register on the web at XXXXXXXXXXXXXXXX for access to eCompanion (look for the *register* link). This web-based tool will be used as an integral part of the course to enable students to interact and download class visual aids and readings. More detailed eCollege registration information can be found at: XXXXXXXXXXXXXXXX. **For all technical questions, please call the eCollegeDirect Helpdesk at 303 873-0005.**
- By **January 24th** all students must successfully complete the EMP Honor Code Quiz. Directions are given in the eCollege website under Course Home, Honor Code Quiz. Students that do not pass this quiz at the 100% level will not be allowed to continue this course.

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- By **February 6th** take the Myers-Briggs Type Indicator Test
 - Log on to: <http://online.cpp-db.com/>
 - Use lower case letters for **Login**: ceynowa
 - Use lower case letters and all one word for Password: taketest
 - Leave the **User ID blank on your first login**. If you take a break, be sure to **write down the User ID** the system gives you. You will need the ID to get back to your test.
 - You will be taking the **MBTI form M**
- On-campus students are expected to attend all lectures. Classes are held Thursdays 2:00-4:30 p.m.
- Students are expected to complete assigned readings *prior* to attending class.
- Online reading discussions and lecture discussions must be answered within one week of the date of the class (i.e., by the following Thursday). Late entries will not be accepted.
- Substantive contribution is expected in the online discussions of at least 12 of the class units, one of which must be Unit 15.
- If you have questions for me during the course of the semester, please post them under “Questions” in eCollege so that your fellow students can benefit from your inquiry.

<u>Course Grading:</u>	Paper # 1: Leader as Learner	15%
	Paper # 2: Managing Change	20%
	Final Project: Action Learning Paper	35%
	Class/Online Participation	<u>30%</u>
	Total Grade	100%

Weekly Discussions of Lectures (15% of course grade)

- I will post a discussion question for the lecture. Students are expected to address the posted question.
- Students will have one week from the date of the class (i.e., by the following Thursday) to participate in the discussion of a lecture. **Late contributions will not be accepted.**
- Weekly contributions will be graded on a scale of 1 to 10, with “10” denoting an “exceptional” contribution.

Weekly Discussions of Readings (15% of course grade)

- Each week each student will be expected to initiate and react to discussions of that week's assigned readings.
- Students will have one week from the date of the class (i.e., by the following Thursday) to participate in the discussion of a lecture. **Late contributions will not be accepted.**
- Weekly contributions will be graded on a scale of 1 to 10, with “10” denoting an “exceptional” contribution.
- A “10” is intended to be a rare award and would be given to weekly contributions that stand out for several of the following reasons:

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- Applies the reading to personal experiences
- Applies the reading to actual company situations
- Deepens the on-line discussion about the subject
- Provides evidence in support of the points of another student or the readings
- Provides evidence that challenges the points of another student or the readings

Preliminary Description of Class Papers, Projects & Directions for submission

- Assignments may change depending upon the material covered during the semester
- The first two papers should be no more than 5 pages in length. The final project may be 6-8 pages, Please use 1.5 line spacing.
- Papers and Projects are to be submitted in the eCollege “Dropbox”. Please name your file using the following convention: *last name first name – P#* where the pound sign indicates the paper/ project number.
- Please submit your papers as a “doc” file rather than a “docx” or “pdf” file.

Paper #1: Leader as Learner Due Date: 16 February 2009

Write a short paper:

- Synthesize and summarize your top five learnings (those things that have meant the most to you) from the first five lectures. For each,
 - state and describe what you have learned,
 - describe how has this change in belief impacted your awareness and your actions in your personal or professional life,
 - use examples to make your descriptions specific and concrete.
- What open questions do you have? What is your current “learning edge”?

Paper #2: Leading Change Due Date: 23 March 2009

Write a short paper:

- Consider a change initiative that you are (or were) a part of, either as a leader or as a participant. Describe the initiative.
- Describe what has happened using the theories and models discussed in class.
- **ANALYZE** the situation using the frameworks of
 - emotional intelligence
 - personal change
 - organizational change
- Conclude with
 - a description of your new insights into this situation,
 - of any changes you would have made in your own responses, and
 - what you think others may have done differently to make the change more effective

Sample papers from previous semesters can be found on eCollege under the “Projects” heading at bottom of left-hand navigation bar.

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Final Project: Action Learning Paper

Develop and conduct an action plan:

- Choose a situation or issue that you wish to impact and design an action-learning plan for your intervention.
 - Provide a description of the current situation and of the desired state.
 - Describe your own personal “learning” challenges at the task-, relationship- and self-level in this project.
 - Make your starting assumptions and beliefs explicit!
 - Document your plan for learning by journaling each day, noting what you’re learning at the T, R & S levels.
 - Submit your plan for instructor approval **by 26 March 2009.**
- Run your plan for four weeks.
 - Describe your learning journey each week and assess your results.
 - How do your results compare to your desired outcome?
 - What are your key self-, relationship- and task-level learnings?
 - What have you learned about change overall?
- The final paper is **due 3 May 2009.**

Hints:

- Sample papers from previous semesters can be found on eCollege under the “Projects” heading at bottom of left-hand navigation bar.
- Topics may include work, family, and relationship issues but should be personally meaningful to you.
- The final project is worth 35% of your final grade. Do not jeopardize a good grade in this course by procrastinating!

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Week	Topic	Readings from the Online Reading List
1	What is Leadership?	Level 5 Leadership What Leaders Really Do Authentic Leadership
2	Leaders as Learners	Teaching Smart People How to Learn From Unilateral Control to Mutual Learning
3	Human Intelligence	What Makes a Leader The Making of a Corporate Athlete Overloaded Circuits <i>(additional readings are listed in eCollege)</i>
4	Emotional Intelligence	Emotions: Understanding the Basics EI: Mastering the Language of Emotions
5	Effective Communication	<i>Before class</i> , watch the movie "Twelve Angry Men" <i>What does Henry Fonda do that enables the others to change their thinking?</i> Advocacy and Inquiry Observations and Assessments
6	Conflict Resolution	Conflict Resolution Theory U
7	Individual Styles	Myers-Briggs: Types & Teams <i>(distributed by instructor)</i>
8	Personal Change	The Real Reason People Won't Change Notes on Recipients of Change
9	Personal Mastery	Personal Mastery <i>Before class</i> , watch the video <i>(link is in eCollege)</i> <i>Pay attention both to the story of Star Wars and to the story of George Lucas in his creation of the series.</i>
10	Organizational Change	Leading Change: Why Transformation Efforts Fail Radical Change, the Quiet Way

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| 11 | Motivating Others | Building Shared Vision
How do you Motivate Employees?
Motivating Others - O'Toole
A reading on "human shadow" |
| 12 | Organizational Culture | Defining Organizational Culture
Columbia Accident Investigation (<i>pay attention to the role of culture</i>)
NASA Culture Update - 2005
Leading from Within |
| 13 | Organizational Learning | Learning in the Thick of It
The Living Company |
| 14 | Responsibility & Accountability | Commitment Conversations
Recommitment Conversations |
| 15 | Review | |

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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, s/he should review the CU Honor Code on this topic, and refer to the following excellent source:

<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/>

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The faculty of the Engineering Management Program (EMP) believe that a culture of integrity is essential to both the long-term, personal success of our students and to the economies and countries in which they live and work. Therefore, EMP has created an Honor Code Violation Policy that specifies program-specific consequences for a second offense of the CU Honor Code:

EMP HONOR CODE VIOLATION POLICY

Any and all violations of the CU Honor Code in EMP classes will be reported to the Honor Code Council. As per CU's policy, the faculty member will determine the academic sanction for an offense. The CU Honor Code Council will determine any additional, non-academic sanctions. *This portion of EMP's policy is a restatement of the Honor Code policy approved by the CU Board of Regents.*

A second violation of the CU Honor Code by any Engineering Management graduate student will result in an academic sanction as decided by the faculty member and an automatic expulsion of the student from the Engineering Management graduate program.

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, 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 (*this include the videos of class lectures*) provided within the program.