BA 509 - Advanced Seminar in Leadership Development
Online MBA Program
Fall 2015 – C14

Syllabus

Instructor: Bruce DeRuntz, PhD, ASQ Fellow, CSSBB, CQE

TA Online Office Hours:
  Nathan Jenkins (T.A. for Group A)
    Office Hours (CST): Mondays: 10 am - 3 pm; Fridays: Noon - 5 pm
  Tom Reichert (T.A. for Group B)
    Office Hours (CST): Mon: 1-5 p.m.; Tues: 2-6 p.m.; Wed: Noon - 2 p.m.

Prof. Online Office Hours: Mon. 1-4, Tue. 8:30 -10:30 a.m.
Skype: bruce.deruntz
Telephone: 618.453.7829
E-mail: bruce@siu.edu

Overview
This is a class on leadership. The focus is not so much on leadership in terms of different styles or theories, but more about the leadership development process, in developing your self-confidence and the skills necessary to lead. We will build upon the conceptual foundations provided from your previous management courses (such as BA 507: Critical Issues for Business Leaders), structuring opportunities for further understanding of theoretical ideas, but emphasizing more of their practical application.

Considerable outside reading, writing, and qualitative research assignments are required. You are expected to be an active participant in this learning process, which requires, among other things, a willingness to be introspective, open-minded, compassionate, and hardworking.

Course Objective
This course is designed to provide graduate business students with an in-depth examination of exemplary organizational leadership skills. Students will identify their own leadership strengths and weaknesses, and develop a tangible action plan for achieving their personal leadership development goals.

Readings
The primary book we will be using for the class is The Leadership Challenge by Kouzes & Posner. You are required to read this book and assigned articles; synthesize the material and express what you learned through the Discussion Board or Article Reviews, as specified.

Required Texts:
Useful Reference Journals and business publications:

- Business Week
- Business and Society Review
- Ethics
- Forbes
- Fortune
- Harvard Business Review
- Journal of Occupational Behavior
- Organizational Behavior and Human Decision
- Processes
- Organizational Behavior and Human Performance
- Trends in Organizational Behavior
- Wall Street Journal

Grading Policy
No late assignments are accepted.

Academic Conduct:
Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an F on the assignment to expulsion from the university, depending on the seriousness of the offense.

Evaluation
Discussion Board participation 70
Topical paper article reviews 80
Personal Leadership Improvement Plan 150

Grading Scale: 300 – 210 = Pass
Below 210 = Fail

Student Assignments
1. Discussion Board
Students will analyze and reply to posted questions that are designed to facilitate discussion and learning around the course topics. See the Discussion Board rubric for scoring. Due Sunday by 11:59 p.m., the day before the next module opens

2. Topical Papers Article reviews
Students will prepare a series of topical papers based on information obtained from current professional journals and other professional literature of the field. See attachment for format. Due Sunday by 11:59 p.m., the day before the next module opens

3. Personal Leadership Improvement Plan
At the conclusion of The Leadership Challenge section, students will develop a personal leadership improvement plan that will assist them in becoming a stronger leader and advance their professional career. See instructions under ASSIGNMENT SHEET.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Video</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>What Leaders Do and What Constituents Expect</td>
<td>Steve</td>
<td>The Leadership Challenge (TLC) pp. 1-44</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 1</td>
<td></td>
<td>Jobs</td>
<td>Article: 360 Degree Feedback and Leadership Development</td>
<td>Leadership Development article review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Begin collecting data through the Leadership Practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inventory (LPI) for your Personal Lead. Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>Sep. 7</td>
<td>Model the Way</td>
<td>Emma</td>
<td>TLC pp. 44-102</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 2</td>
<td></td>
<td>Horn</td>
<td>Article: Mentor networks and career success</td>
<td>Mentoring article review</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Inspire a Shared Vision</td>
<td>Herve</td>
<td>TLC pp. 103-160</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 3</td>
<td></td>
<td>Houdre</td>
<td>Article: One more time: How do you motivate employees?</td>
<td>Motivation article review</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Challenge the Process</td>
<td>Jennifer</td>
<td>TLC pp. 161-220</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 4</td>
<td></td>
<td>Ernst</td>
<td>Article: The discipline of innovation</td>
<td>Innovation article review</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Enable Others to Act</td>
<td>Mike</td>
<td>TLC pp. 221-278</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 5</td>
<td></td>
<td>Ramirez</td>
<td>Article: Creating hot teams</td>
<td>Team Development article review</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Encourage the Heart</td>
<td>Tom</td>
<td>TLC pp. 279-336</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 6</td>
<td></td>
<td>Johnson</td>
<td></td>
<td>Love and Leadership article review</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Leadership for Everyone</td>
<td></td>
<td>TLC pp. 337-351</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Mod 7</td>
<td></td>
<td></td>
<td>Article: What it takes to be great.</td>
<td>Greatness article review</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Chronology of a leader</td>
<td></td>
<td>Article: Seven Ages of a Leader</td>
<td>Ages of a leader article review</td>
</tr>
<tr>
<td>Mod 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignments

Topic Related Article Review (10 pts. Total)
Read the assigned article about this week’s topic as it relates to leadership.
Page 1 – Header: Your name, assignment number and title of the article.
    Body - a brief summary noting all main elements or ideas of the article (3 pts.). Use no more than one double-spaced page for this section.

Page 2 – Body - your reaction to this article. (7 pts.) Your reaction should include implications or application of the ideas from the article in your own current or future leadership roles. Give specific examples of your use or potential use of what you learned from the ideas in this article. Use 12 pt. font, Times New Roman, and single spacing. One page minimum, two pages maximum.

The individual article review reports will be graded on how well you followed instructions, as well as the content and quality of writing. Make your report clear and concise, grammatically correct and professional.

Discussion Board (5 pts. per question, usually 2 questions per week)
Go to the Discussion Board and comment on how you and your peers are applying the article information.

3.5 – The student has answered only some of the question or did not address the question with an adequate level of articulation.
4.0 – The student has answered the question(s) completely and provided a successful response.
4.5 – The student has answered the question(s) successfully and engaged other classmates in robust discussion on their responses.
5.0 – The student has not only answered the question(s) and engaged others in discussion, but has provided insightful commentary and/or offered additional outside material to enhance the discussion.

Note: A 0.5 point deduction will be assigned to anyone who posts the bulk of the discussion posts on the last (day) of the module.

Personal Leadership Improvement Plan
Developing your Personal Leadership Improvement Plan requires introspection of yourself and feedback from your trusted colleagues and supervisors. You will use the Leadership Practices Inventory (LPI) survey to collect the unbiased feedback you need to develop your plan. There are 4 steps to completing your plan: Self-Assessment, External Assessment, Gap Analysis, and Action Plan.

1) Self-Assessment
Download the Leadership Practices Inventory and complete the survey for yourself. Analyze the results and note your perceived leadership strengths and weaknesses.
2) External Assessment
Ask your supervisor, a peer and two subordinates (4 total) to complete the LPI survey. Explain to them that you are taking a leadership class and you would like for them to assess your leadership practices by answering the 30 questions as they relate to your actions.

3) Analysis
Take time to develop a meaningful data analysis that is clear and self-explanatory. Begin by considering what you want the reader to take away from each graph and explanation. Caution: The graph that is automatically produced in the Excel file does not present useful information in its current form. Students should choose a graphing format or scheme that will accomplish their goal of creating a clear and self-explanatory graph. Also, the analysis should not be broken down into the question level; stay with the five major categories.

Gap Analysis - Typically people will perceive their leadership skills being less than what their peers actually recognize them to be – but not always. By performing a gap analysis between your perceived strengths and weaknesses and your actual strengths and weaknesses you will improve your self-awareness. Analyze the types of differences in your scores and why they exist. Specifically, why do you think your scores came out this way, and what does this mean. Be sure you go beyond a simple explanation and delve into the implications. Analyze the results and note your actual leadership strengths and weaknesses.

Performance Analysis– All of us aspire to have successful careers, which will require us to learn how to lead others. Analyze the ratings from your survey group and identify your leadership strengths and weaknesses, again remembering to present the information in a clear and self-explanatory fashion. Next, offer explanation as to why you possess these strengths and weaknesses.

4) Action Plan
Using what you learned in this class, develop a detailed action plan stating your leadership strengths and weaknesses and what you need to do to turn your weaknesses into strengths. For each leadership weakness you identify, describe what you would like to improve and envision how you would demonstrate it in tangible actions. Describe the specific tangible steps you can take to improve. It is very important that your actions be tangible and not just “try harder.” Definition of Tangible: real or actual, rather than imaginary or visionary: ex. the tangible benefits of sunshine include photosynthesis, solar power and light.

Bad Example: I want to become more physically fit; so I will force myself to work out every morning before classes.

Good Example: I will lose one pound a week. To accomplish this, I will begin walking to class for 5 straight days and record it on a calendar. I will weigh myself every Monday morning at 7 a.m. and if I have not reached my goal I will forgo my favorite snack for one week and record this on a calendar also.