

**MANAGEMENT 362**  
**Leadership Development**

**INSTRUCTOR:** Professor Rebecca Rigney  
ASM 2135 (East Wing)  
Messages with Megan Borders – 277-2550

**OFFICE HOURS:** Before and after class and by appointment.

**TEXTS:** Kouzes, James & Barry Posner, The Leadership Challenge, John Wiley and Sons, 5<sup>th</sup> Edition

**COURSE OVERVIEW**

Leadership is a reciprocal process between those who choose to lead and those who choose to follow. It is the art of mobilizing others **to want** to struggle for shared aspirations. Leadership is a study in relationships. These definitions by Kouzes and Posner guide the course philosophy and design. The course is for students who want to further their leadership skills. We will address the interconnections of culture, gender and other workforce diversity issues with leadership in a multicultural world. The course has an experiential emphasis. You will focus on developing self-awareness and diagnostic skills in group situations and on liberating the leader within you. We will integrate theoretical perspectives with the reality of organizational and individual leadership practices through group processes, field study experiences, team seminar presentations, and guest speakers. **We each have leadership potential!**

Course objectives are to:

- Increase your competency in understanding the dynamics and theories of effective leadership in organizations and the practices of competent leaders in multicultural environments.
- Understand the five practices of exemplary leadership.
- Understand the challenges and new realities affecting today's leaders.
- Understand diversity and its impact on today's and future organizational leadership challenges.
- Develop knowledge about some of the main theoretical frameworks related to leader behavior and how these relate to leader practices.
- Increase your leadership capabilities by learning skills and behaviors that release your leadership potential.
- Become more aware of how leader behavior affects other people by obtaining constructive feedback from others and by working with groups of people from diverse backgrounds.

### **CLASS ASSUMPTIONS**

The instructor assumes that you will contribute your unique skills, experiences, and perspectives to the class. You are expected to prepare for each class session, actively participate in each class, and thoughtfully discuss the readings. **You will bring an article to each class related to that class days reading assignment and be prepared to present the article information to the class. You will need to turn in the article at the end of the class period. You will receive from this class experience as much as you are willing to contribute to it.** Students are expected to take an active role in constructing their unique learning experience.

### **CLASS REQUIREMENTS**

**Attendance:** Class attendance is important and the University of New Mexico has a policy on attendance. Course materials are covered in the text, but lectures and class discussion are important to augment and clarify the text materials. Get to know your fellow students so that you will have a source for lecture notes, handouts, or other updates if you find it impossible to attend a particular session. Students who foresee problems with regard to attendance and/or preparation should discuss this with me prior to the class session. **A MAXIMUM of TWO absences are permitted. Please do not undertake this course if you anticipate being absent more than two times. A portion of your grade will be based on active class participation. Each student is responsible for signing the attendance sheet at each class.**

**If you are a qualified person with disabilities** who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

**Assignments:** Written assignments are to be **handed in by the beginning of class** on the day on which they are due. **No late papers will be accepted.** If you anticipate missing class the day a written assignment is due, you should submit the assignment in advance of the due date. **All papers must be turned in via hard copy—e-mail and faxed submissions will not be accepted.** You are strongly encouraged to retain a copy of each submitted assignment, as they may be discussed after they have been turned in.

**Grading:** The **following grade contract** implies that you are capable of choosing the grade you wish to achieve and that you will consult periodically with the instructor on how best you can prepare to achieve that grade. The minimum grade requirements are below:

- **C Grade (Satisfactory):** At least a "C" grade on all papers. Completion of all readings and assignments demonstrated by active class participation and at least a grade of "C" on the team presentation.
- **B Grade (Good):** At least a "B" grade on all papers. Completion of all readings and assignments demonstrated by active class participation and at least a grade of "B" on the team presentation.
- **A Grade (Excellent):** At least a "B" grade on the first two papers and a grade of "A" on the final paper and a grade of "A" on the team presentation.

**Ethical lapses** such as plagiarism or copying are very serious and will result in a failing grade for the course. Academic honesty means performing all academic work without cheating, lying, tampering, stealing, exam misconduct, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising the academic work or is fairly attributed to the source of assistance or information). Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. **OUR COMMITMENT: "Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty."** **[www.mgt.unm.edu/honesty](http://www.mgt.unm.edu/honesty)** for full text of ASM Academic Honesty Code.

## COURSE ASSIGNMENTS/EVALUATION

All papers are expected to be well written and neat in appearance. **All papers must be paginated and stapled. Papers that are not stapled will not be accepted. Proofread your work.**

### 1. Personal Expectations Paper

Write a 2-3 page paper focusing on your learning expectations and goals for the course. Provide some background information about yourself in order to contextualize your goals. You may want to refer to these goals in future assignments/papers. If you have any particular concerns or challenges, please discuss these also.

### 2. Leader-Teacher Project/Paper

This assignment has two parts—a field component and a written component. You are to identify some individual who exemplifies, for you, strong leadership qualities. You will arrange to meet and interview this person about leader practices and ask about his/her personal best practices experience. You should refer to the last page of this syllabus as a guide. Use examples and quotations to illustrate your points. Your paper (4-5 pages) **should be written as a case study analysis and not as an interview. Conclude with substantive comments about your personal lessons and insights on leadership based on your interview.**

### 3. Team Project and Presentation

You will become part of a team of 4-5 class members and be responsible for designing and presenting a creative class session of one (1) hour on a topic that focuses on Leadership in the New Millennium and that has special significance to members of the team. Be sure to rely on the individual and collective knowledge of your team members and bring these into your presentation. Make it a creative and memorable learning experience for all. Stretch your imagination, do original research—the main goal is to lead us together on a learning adventure.

**You will need to hand out at least one article to all class members to read the week preceding your team presentation. You must turn in a bibliography and copy of all overheads and other materials utilized for the presentation to the instructor prior to starting your presentation.** The team receives one grade/evaluation for this presentation.

### 4. Final Leadership Paper

The paper should be **8-10 pages** and **must include a bibliography (not part of the 8-10 pages)**. The paper should consist of a comprehensive analysis of current/future leadership issue(s) that you believe will be of significant importance to business practices in the future. The subject must have a practical emphasis and cannot be the result of only library work. The paper must be well written, analytically oriented and must include your personal insights on what you are learning from this analysis. Be sure to integrate relevant concepts from the readings to demonstrate your understanding of key course concepts. You may want to address Leadership Practices Inventory material in this paper as well as what progress you have made in meeting your goals and what you have learned about leadership and working with others **NO final paper will be accepted if the written proposal was not submitted on time and discussed with the instructor. The final paper may NOT be one the same topic utilized for your team project/presentation.**

**Leadership Development – Mgt 362-01  
Sessions and Assignments**

<b>Date</b>	<b>Assignments Due</b>	<b>Reading (s)</b>
8-18	<b>Class Introduction</b>	Preface/Introduction
8-25		Chapters 1&2
9-01	<b>Labor Day--No Class</b>	
9-08	<b><u>Due: Personal Exp. Paper</u></b>	Chapter 3
9-15	<b>Due: Team Action Plans</b>	Chapter 4
9-22		Chapter 5
9-29	<b><u>Due: Leader/Teacher Paper</u></b>	Chapter 6
10-06		Chapter 7
10-13		Chapter 8
10-20		Chapter 9
10-27	<b>Due: Final Paper Proposals</b>	Chapter 10
11-03		Chapter 11
11-10		Chapter 12
11-17	<b>Presentations – Team Projects</b>	
11-24	<b>Presentations – Team Projects</b>	
12-01	<b>Presentations – Team Projects Due: December 1, 2014 – Final Papers</b>	

- **ALL GROUP presentation evaluations/grades given to students on December 01**
- **NOTE: Fractionalized grading may be used at the instructors discretion**

## PERSONAL- BEST QUESTIONNAIRE

1. What five or six words would you use to best describe the character (the feel, the spirit, the nature, the quality) of your personal-best leadership experience?
2. What characterized the situation? Who was involved? Where and when did it take place? Who initiated it?
3. What motivated you to engage in this project? How did you challenge yourself and others?
4. What did you aspire to achieve? How did you build enthusiasm and excitement?
5. How did you involve others? How did you foster collaboration? How did you build trust and respect? How did you build the capacity to excel?
6. What principles and values guided you and others? How did you set an example? What structures and systems did you apply? How did you progress from one milestone to another?
7. How did you recognize individuals? How did you celebrate success?
8. What lessons did you learn about leadership from this experience?

