

**Course Number: MGT 568**

**Course Title: Creative Leadership and Innovating Organizations**

**Semester & Year: FALL, 2015**

**Classroom: ASM 1004**

**Meeting Time/Days: Mondays, 4:00-6:30 pm**

**Instructor: Kathryn J.L. Jacobson, PhD**

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**Office Hours: Thursdays: 10am-12pm (or by appointment)**

### **OVERVIEW**

Increased competition is forcing organizations to be more effective. In turn, customers are demanding greater value and lower prices. Jack Welch, former CEO of General Electric, was well aware of this value proposition. He concluded that "Only the most productive companies are going to win. If you can't sell a top-quality product at the world's lowest price, you're going to be out of the game." Employees are being asked to do more with less, and managers are faced with the challenge of finding ways to increase employee productivity and customer satisfaction, while also decreasing costs. Can knowledge about leadership help to meet this challenge? Yes!!

This course is designed to provide you with an overview of behavioral science theory, research, and practice. This knowledge is essential for developing the leadership and managerial skills needed to effectively lead in today's competitive environment. This course applies theories of individual behavior and organizational dynamics to solve a host of performance-based problems associated with organizational effectiveness via leadership. Ultimately, this course will provide you with the necessary tools to *develop your own* leadership prowess.

### **GOALS**

The overall objective of this course is to improve the skills you need to become a more effective leader and manager. In this course I assume that an effective manager possesses both a fundamental knowledge of human behavior and a set of practical tools and skills for understanding and managing people and groups within the complex dynamics of organizational life. This course therefore is a combination of theoretical reading and practical application. I will use several different assessment tools to address each individual's strengths and to help them improve their areas of weakness.

At the end of the course, you should be able to:

1. Explain and evaluate how context influences leadership.
2. Identify and explain the key contributors of individual behavior and how leading diversity shapes organizations.

3. Lead in order to increase employee motivation.
4. Discuss and evaluate the characteristics of effective leadership and influence.
5. Be able to assess *your own* strengths and weaknesses as a leader.
6. Create a plan for *your own* leadership development.

In terms of my teaching style, because of the nature of the course (graduate students, lots of interesting topics with multiple appropriate solutions) there will be lots of interaction and discussion, activities, and media. Please feel free to bring your own experiences to bear in classes!

### **DESIGN ELEMENTS**

1. Interactive lectures will clarify and expand on concepts introduced in the course texts.
2. Participation in Leadership Skills (LS) self- and 360 degree-assessments will introduce and examine key skills related to successful leadership and allow you to practice these skills with your classmates. You will develop an action plan based upon these assessments.
3. A mid-term exam and final exam.
4. You will complete a self-reflection journal that incorporates your self-assessments with concepts that are discussed in class. At the end of the semester, this journal will be your study aid for the final exam, as well as a good resource for your action plan. Therefore, the more comprehensive that you are with your journal, the more information you will have for the final exam.

### **REQUIRED TEXT**

Kellerman, B. (2004). *Bad Leadership*.

Conger, J. & Riggio, R. (2007). *The Practice of Leadership: Developing the Next Generation of Leaders*.

MLQ 360 Leader Report (306 degree feedback tool) AND workbook package: \$60.00 + tax fee to administer the MLQ – an inventory that helps with your own personal leadership development. Details will be given in class.

### **360-DEGREE ASSESSMENT:**

At the beginning of the course you (and your current/previous coworkers) will be required to complete the Multifactor Leadership Questionnaire (MLQ 360), requiring an access code and some coordination with supervisors and subordinates. **Please make arrangements to have the 360-degree feedback tool completed by all participants before our fifth class on February 9<sup>th</sup>, 2015.**

## COURSE REQUIREMENTS & GRADING

<u>Requirement</u>	<u>Points (Percentage)</u>
1. LS Reflection Journal/Logs	200 (20%)
2. MLQ Analysis and Leadership Action Plan	300 (30%)
3. Class Attendance and Participation	100 (10%)
4. Mid-term Exam	200 (20%)
5. Final Exam	200 (20%)
<b>TOTAL</b>	<b>1000 (100%)</b>

### <sup>1</sup>GRADING SCALE

90-100%.....A	70-79.999%.....C	< 59%.....F
80-89.999%.....B	60-69.999%.....D	

### COURSE REQUIREMENTS: DETAIL

- 1. Leadership Skills (LS) Reflection Journal (200 pts)** – Leadership Skills (LS) sessions will be conducted throughout the semester to help you develop and improve key Leadership Skills. These skills have been identified through systematic research to improve managerial performance. A reflection journal will provide an opportunity to document your progress in developing these skills—your existing strengths and weaknesses, your goals for improvement, your action plan(s) for improvement, insights gained through in-class LS sessions, and experiences practicing these skills in “real-world” settings. You will be required to turn in 5 journal entries over the semester (40 points each). The required format and general expectations for these papers will be described in detail in a separate handout.
- 2. Leadership Action Plan (300 pts)** – You will need to complete the MLQ 360 within the first 5 weeks of class (Due February 9<sup>th</sup>). The subsequent analyses and brief write up (100 points) and development of an action plan (200 points) will be due further along in the semester. The MLQ provides a rich set of feedback that can guide your future experiences and interactions. This assignment requires 2 deliverables:
  - An analysis of your results — Your workbook provides a full evaluation tool to help you assess each component of your MLQ results. Besides a) doing your assessment checklist, please provide b) a brief 1-2 page write-up about what surprised you, didn’t surprise you, etc. Also, include a reflection on the style of leadership you have been

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<sup>1</sup>Grading may be +/- based upon instructor’s discretion. The grade of “A+” will be awarded only in truly exceptional circumstances.

rated — how does this relate to your other self-assessments (e.g., your personality type? Delegation? Etc.) Why? Should it differ? How can you develop some of your underdeveloped areas with regard to both the MLQ as well as the other assessments from class?

- An action plan as to how you will develop your skills in the future. Your workbook provides a foundation for your report, however, I will be providing a subsequent template that will assist you in formulating your interpersonal and leadership development plans.

The required format and general expectations for these papers will be described in detail in a separate handout.

**3. *Class Attendance and Participation (100 pts):*** Show up and participate—Yup, that’s a no brainer (100 pts)

**4. & 5. *Mid-term Exam (200 pts) and Final Exam (200 pts)*** – While individually taken, these exams will be open journal and open note. It will test you on all concepts discussed in the semester and will have a combination of multiple choice, true/false, fill in the blank, short answer and essay questions. There are no make-up exams allowed and only in extremely rare circumstances (and with documentation) will an exam be moved to an alternative date for an individual (these requests must come prior to the exam date).

### **GENERAL/MISCELLANEOUS EXPECTATIONS, CLASS NORMS, & ADDITIONAL CLASS ELEMENTS**

**A. *Attendance & Participation*** - Attendance is expected and you will be graded (i.e., easy points!!) Class begins promptly at 4:00 pm. Please be on time. Late arrivals are highly discouraged due to the interactive nature of the class (e.g., group exercises & demonstrations, etc.) Therefore, if you are late, please wait until break time. Students are expected to actively participate in the class. For this class, I consider active participation to include the following: (a) active listening<sup>2</sup> during lecture and group discussions and (b) active engagement in group activities and classroom demos.

**B. *Lectures*** – Each week, I will deliver a short lecture related to our LS topic for the week and a somewhat longer (but still relatively brief) lecture related to the overall topic for the week. These lectures will be interactive and will often involve demonstration and discussion.

**C. *Reading Assignments*** –While the writing style in the text can be somewhat dry, the information presented is based on solid empirical research on all facets of leadership. In other words, this is a “meat and potatoes” textbook that is unlikely to be as engaging as recent YA novel series’ like “The Hunger Games” or “Twilight”. Although it won’t

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<sup>2</sup> Active listening involves: listening with intensity, withholding judgment, sharing responsibility for communication effectiveness, and attempting to take the perspective of the speaker.

capture your attention like the Katniss/Gale/Peeta love triangle, it contains very useful information. You will ultimately be tested on this material, so, it's a great way for you to prepare in advance for your exams.

### **OTHER CONSIDERATIONS**

- I. **Academic Integrity** – Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

***I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.***

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>

Plagiarism or other academic dishonesty will result in a failing grade for the course and referral to the appropriate academic standards bodies on campus. Make up exams will not be allowed except in the face of unusual circumstances, and must be negotiated in advance. Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. Violations include: plagiarism, exam misconduct, etc. Please refer to the UNM Pathfinder for additional information: <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>.

- II. **ADA Statement** - Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. 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.

## **SCHEDULE OF CLASSES AND ASSIGNMENTS**

### **August 17<sup>th</sup>: Class Overview**

- Discussion of Course Design and Requirements
- Introduction: The Nature of Leadership—what do you want out of this class?
- Leadership Skills (LS) 1: Self-Assessment (Delegation, Discipline)

### **August 24<sup>th</sup>: Models of Leadership and Effective Leadership Behavior**

- Reading: Kellerman Chapters 1, 2, & 3
- LS 2: Self-Assessment – Leadership Styles (LPC, Task vs. people)

### **August 31<sup>st</sup>: Full-Range Leadership**

- Reading: Kellerman Chapters 4, 5, 6, & 7 (Reflection Journal #1 is due<sup>3</sup>)
- LS 3: Discussion of the Full Range (MLQ)

### **September 7<sup>th</sup>: University Holiday – Labor day**

### **September 14<sup>th</sup>: Leadership Selection**

- Reading: Conger and Riggio, Chapters 1 & 2
- **Have your MLQ assessments completed** (We will review them extensively in class)

### **September 21<sup>st</sup>: Leadership Development**

- Reading: Kellerman Chapters 8, 9, & 10; Conger and Riggio, Chapter 4 (Reflection Journal #2 is due)

### **September 28<sup>th</sup>: Leadership & Followership**

- Reading: Kellerman 11 & 12
- LS 4: Leadership & Followership Skills

### **October 5<sup>th</sup>: Mid-term Exam**

### **October 12<sup>th</sup>: Time to Catch Up – Optional Executive Coaching Sessions Available with Kathryn**

- *Start working on 1. MLQ Analysis and 2. Professional Development and Leadership Action Plan*

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<sup>3</sup>Deliverables due are underlined in this schedule.

**October 19<sup>th</sup>: Time to Catch Up – Optional Executive Coaching Sessions Available with Kathryn**

- (MLQ Analysis Due)

**October 26<sup>th</sup>: Power, Persuasion, & Social Influence in Leadership**

- Reading: Conger and Riggio, Chapter 5; (Reflection Journal #3 is due)

**November 2<sup>nd</sup>: Interpersonal Leadership**

- Reading: Case handout from Kathryn
- LS 5: Conflict styles (Conflict, Feedback)

**November 9<sup>th</sup>: Ethical & Strategic Leadership**

- Reading: Conger & Riggio, Chapters 7, 10 and 11 (Reflection #4 is due)

**November 16<sup>th</sup>: Overview and Integration/ One-on-One discussions of your Action Plans (executive coaching)**

- Reading: Conger & Riggio, Chapter 15
- (Reflection #5 is due)

**November 23<sup>rd</sup>: One-on-One discussions of your Action Plans (executive coaching)**

**November 30<sup>th</sup>: Final Exam**

**December 7<sup>th</sup>: (Professional Development and Leadership Action Plan Due)**