

MGMT 5305

Foundations of Leadership Formation

Fall, 2018, Pigott 203

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Class Website: located at <https://seattleu.instructure.com/login> (CANVAS)

I. COURSE OVERVIEW

Course Description:

Foundations of Leadership Formation is required for the Certificate in Leadership Formation and is an open elective for students not in the Certificate Program. The course provides a foundation for students to explore, process, and assimilate aspects of leadership theory and behavior. Participants will engage in reflection and discussion, assess leadership styles, and practice leadership skills.

Special emphases will be given to a) helping students to develop their own perspective on leadership, b) educating students on empirically-validated perspectives of leadership, and c) providing foundational tools to become more effective in leading, managing, and working in teams.

Learning is achieved mainly through a variety of teaching means and methods, such as interactive exercises, class discussions, mini-lectures, readings, guest speakers, and videos. Student success and progress will be assessed primarily through the completion of an individual spotting project, writing assignments, leadership portfolio, and class participation.

Required Readings:

- ***Leading Teams: Setting the Stage for Great Performances*** (by J. Richard Hackman; Harvard Business School Press; 2002) Available at: SU Bookstore or Amazon (approximately \$20)
- ***Harvard Business Review Coursepack*** Available at: <https://hbsp.harvard.edu/import/570589> (approximately \$47)
- ***Select Readings*** Available at: CANVAS (free)

Optional Readings:

- ***Leading with Humility*** (Neilsen et al; Routledge Press; 2015) (approximately \$50)
- ***Harvard Business Review Coursepack*** Available at: <https://hbsp.harvard.edu/import/570589> (approximately \$22)

Course Learning Goals:

The learning goals of this course are to:

1. To clarify your own ideas regarding the meaning and purpose of your leadership, and to compare those to the ideas of others (your peers and leadership scholars).
2. To recognize, differentiate, and critique major leadership styles and behaviors.
3. To execute specific leadership skills, such as effective vision generation and oral communication.
4. To evaluate leaders the broader Seattle community according to the Red Winged Leadership framework and interpret the leaders' approach, behaviors, and impact.

To achieve the goals established above, the course meetings will be (roughly) structured, combining class discussions, short lectures, and exercises. It is integral that all readings are completed prior to each class session. My hope is that you are not only able to summarize the major points of these readings, but that you have also thought deeply about the material and are able to apply readings to in-class exercises and analyses. Please note that students will take high level of responsibility for their own learning and that of others.

II. EXPECTATIONS**Students**

In order to achieve the learning goals, students must come prepared to participate in active discussion, debate, and problem solving (be sure to bring any assigned readings to each class).

Therefore, students are held responsible for:

- Completing all reading assignments prior to each class;
- Actively participating during class discussions and exercises;
- Completing assignments as scheduled to demonstrate and enhance learning; and
- Fostering a climate of respect for other class members and the instructor (no cell phone calls, no reading/doing work for other classes, no sleeping, etc.)

Instructor

The instructor's role is to create an environment and provide resources which foster accomplishment of learning goals. This includes:

- Providing applicable reading assignments;
- Leading meaningful lectures, discussions, and exercises related to course materials;
- Treating each student with respect and dignity; and
- Clearly articulating the requirements for course assignments.

III. PERFORMANCE APPRAISAL

Overview of assignments

ASSIGNMENT	RELEVANT LEARNING OUTCOMES	RELATIVE VALUE	DUE DATE
1. Constructive contribution in class	1,2,3,4	20%	Ongoing
2. Supporting Assignments	1,2	20%	Various
2. Formal papers (2)	1,2,3	20%	10/28/18 & 12/12/18 [^]
3. Spotting Forms	1,2,4	20%	11/28/18* & 12/12/18
4. Visual Presentation of Spotting	1,2,3,4	20%	11/28/18* & 12/12/18

* indicates an initial submission that is required but not graded

[^] formal paper #2 can be submitted at any time throughout the quarter

Grading Scale: The following grading scale represents minimum grades for given percentages:

A = 94% or above; A- = 90-93.9%; B+ = 87-89.9%; B = 84-86.9%; B- = 80-83.9%; C+ = 77-79.9%; C = 74-76.9% and so on; F = 0 to 59.9%.

Formal Papers (20% of final grade)

Formal papers are designed to directly foster your leadership development. It is important that students work to craft papers that are formal and well-organized, which is a challenging yet invaluable process that in it of itself also directly fosters your leadership development. Be prepared to write several drafts of these papers before your final submissions.

Paper #1 (Due 10/28/18): In 2-3 pages single spaced, and in formal writing, please reflect on and answer the following questions: 1) During your early years, which people had the greatest impact on you? 2) Starting with your earliest memories, which experiences marked key turning points in your life? 3) After re-reading your answers from above, in what ways do those early events and/or important people during your formative years affect your leadership today? (Adapted from True North)

Paper #2 (Due 12/12/18 or anytime before): In 2-3 pages single spaced, and in formal writing, please reflect on and answer the following questions: 1) What hesitations do you have, if any, about pursuing your leadership development? 2) Where do you “stand” on at least 3 of the 5 concepts in the Avolio & Hannah reading (e.g., How confident are you that you can develop your leadership skills? Are you performance or learning oriented? Do you take an adaptive or maladaptive stance to reflecting?) 3) Based on these reflections or on other reflections you have had throughout the quarter, what is one very specific step you plan to take within the next two months to further your leadership development, how, when, and where will you carry out that step, and how will you measure your success in completing that step?

Spotting Forms (20% of final grade)

Spotting Forms start with a pre-existing template (provided by me) that you are responsible for completing by the end of the quarter. Each student is asked to first, identify 1 “unsung” leader in the Seattle community who is aligned with the Red Winged Leadership framework (details can be found on CANVAS) and second, to use the Spotting Form to articulate their chosen leader’s

approach, style, impact, etc. Spotting Forms represent an official nomination of this leader to the Albers School's, Annual Red Winged Leadership Award. The form must be completed carefully and professionally. Information included in the form must be derived after direct interviewing of the leader, some of his/her followers, and online sources. Completed Spotting Forms must be relatively consistent across students (how we will achieve this is to be discussed more in class) and may be forwarded on – as a set - to external business and community leaders for further review. Students have the option to work in pairs, or to work individually, to complete this assignment. If you elect to work in a pair, you can identify, select, and interview leaders together, but each of you will still individually complete your own Spotting Forms and Visual Presentations of Spotting. If you know in advance that you will be missing more than 2 classes throughout the quarter, you will need to work on this assignment individually. A grading rubric will be provided on CANVAS.

Visual Presentation of Spotting (20% of final grade)

Near the end of the quarter, each student will formally present the results of his/her Spotting efforts to locate and evaluate 1 Red Winged Leader in our Seattle Community. To do this efficiently, and to aid our MGMT 5310 students, each student/pair will be allowed 1 small poster size visual present their leader “at a glance.” Using this visual, students will present to the audience the following: a) who the leader is, b) how they meet the Red Winged Leadership criteria, b) what is their vision and philosophy, and c) what impact they have had in the Seattle area thus far. Please include a picture of your leader on your visual, if you can. Please also be prepared to discuss your leader in small groups. Preliminary and informal presentations will occur during the class prior to our Thanksgiving break. Students will also exchange their preliminary spotting forms with others in the class at this time. You will receive peer feedback on both your preliminary spotting form and initial presentation and are asked to incorporate this feedback into your final form and presentation. Final presentations will occur during Finals week. A grading rubric will be provided on CANVAS.

Constructive Contribution (20% of final grade):

The material presented in this course is best understood in an interactive environment with lively discussions and experience sharing. Class Participation consists of in class contributions and attendance.

1. Your constructive contributions to class discussions and your ability to listen to others are important elements of the class. In order to achieve this environment and to meet the learning goals, students are expected to participate in active discussion and and problem solving. Furthermore, students are asked to do this in accordance to the readings in class (e.g., inquiry approaches to problem-solving and assertive communication). I may at times “cold call” students to solicit contributions and participations to enhance class discussions. You should note that it is the both the quality AND quantity of your participation that counts. In addition, throughout the quarter, there will be interactive exercises and activities in class, some of which may rely on successful completion of Supporting Assignments. Your active participation in these activities will also count towards your class participation grade. Tip: the highest quality participation directly references and advances others’ understandings of the assigned readings and/or directly references and advances the comments and questions of classmates.

2. Students are expected to attend and to come on time to all classes. Roll is taken at the beginning of each class period. Please note that material not contained in class readings will be

covered during class meetings and you are responsible for such material if you have to miss a class. In the instance that you must arrive late or miss a class for legitimate reasons, you are expected to inform me prior to the class period so that I may plan accordingly.

To help you assess class participation and attendance expectations, please see the Rubric attached at the end of this syllabus.

Supporting Assignments

To assist you and your peers in learning, there is likely to be short homework assignments and reflective discussion question expectations throughout the quarter. These are assigned because they are crucial “stepping stones” needed to complete later assignments and in class-exercises. Supporting assignments may also include filling out surveys and asking outsiders to provide feedback on you and your leadership. Supporting assignments may also include providing developmental feedback to your peers on their leadership behaviors and impact, and their Spotting Forms. Please see CANVAS for details and due dates. However, please note that sometimes helpful supporting assignments “grow organically” as a result of the class discussions, progress, and pace.

IV. ADDITIONAL POLICIES

Submitting assignments:

Unless otherwise noted, all assignments must be submitted to me on CANVAS prior to class time (or as instructed). Please adhere to the assignment requirements (e.g., if a paper assignment states a 3 page maximum, I will read and grade only up to 3 pages).

Submitting questions via email or CANVAS:

Whenever your email or post an online question for me, I ask that you also provide your best guess at the answer, and your rationale, along with the question itself. Please note that I recognize that you have the question precisely because you aren't yet sure of the answer. Nonetheless, I ask that you still try your best and tell me what you *think* the answer is and why. This will enable me to give you much richer and more helpful feedback, and it significantly builds resourcefulness (more about this in class).

Assignment deadlines and extensions:

Assignments must be submitted by the set deadlines. Since I block out times in my own schedule specifically for grading your work, I have a policy of not accepting late work. I also understand, however, how demanding your work and school and life are as well. As such, I do allow a 1 day-grace period (24 hours). This carries with it a penalty of 1 letter-grade. Any work submitted within the grace-period can receive a maximum of a 90% grade.

Course schedule:

The anticipated course schedule is provided below. However, especially given the nature of this course, at times, changes to the schedule may be necessary and will be communicated to you in advance.

Course data:

Like many faculty, I treat my teaching – and your learning – as a scholarly endeavor in the hope that I can improve the course each time I teach it. This means that I may use the regular data I gather (your assignments, our communications, my reflection notes on each class) to produce

research that can inform not only my own practice, but also that of others through scholarly publications. If I do so, I guarantee that all data will be used anonymously.

University resources and policies:

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website

(<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies

Academic Integrity:

Academic integrity is expected in this class. Academic integrity means that you are expected to approach all assignments within the letter *and the spirit* of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to me.

Academic dishonesty, as defined by university policy, will ***not*** be tolerated in any form. Activities that constitute academic dishonesty in this course include: (1) copying text/article passages verbatim or paraphrasing those passages in a paper without referencing the original source (including from the internet); (2) consulting those who have already taken MGMT 5305 about assignments before they are due or about exams before they are taken; (3) working with non-team members on team assignments without professor permission; (4) using unauthorized materials or resources during examinations and quizzes; and (5) consulting or borrowing material with your team members when writing individual reflection papers. If you observe instances of dishonesty, please report them to me immediately. Academic dishonesty cheapens the value of your degree and undermines the quality of your education. University procedures will be used to investigate reported instances of dishonesty.

Plagiarism:

Plagiarism and cheating are against university policy. I have a strict policy on both. The penalty for either offense will be to assign a failing grade to the test/paper or to assign a failing grade for the course, subject to my discretion. With respect to plagiarism, if you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title and date of publication. You can cite it within your narrative using parentheses to enclose the information or use endnotes or footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your papers and assignments.

V. COURSE SCHEDULE (Anticipated)

DATE	TOPIC	READINGS & ASSIGNMENTS DUE
9/26	Introduction and Laying the Foundation	
10/3	Authentic Leadership	<p>Readings:</p> <ul style="list-style-type: none"> • “Why Should Anyone Be Led By You?” (Goffee & Jones, 2001; Harvard Business Review - <u>coursepack</u>) • “Managing Authenticity: The Paradox of Great Leadership” (Goffee & Jones, 2006; Harvard Business Review -<u>coursepack</u>) • “Discovering Your Authentic Leadership” (George et al., 2007; Harvard Business Review - <u>coursepack</u>)
10/10	Authentic Leadership	<p>Readings:</p> <ul style="list-style-type: none"> • “The Authenticity Paradox” (Ibarra, 2014; Harvard Business Review –<u>coursepack</u>) • 1 page Managing Authenticity Commentary (<u>CANVAS</u>) • In their own words...2 Fortune Articles, Jack Welch (<u>CANVAS</u>) & Joe Torre (<u>CANVAS</u>) <p>Due: Surveys (see CANVAS)</p>
10/17	Power and Influence in Organizations	<p>Readings:</p> <ul style="list-style-type: none"> • “Fair Process in the Knowledge Economy” (Kim & Mauborgne, 2002; Harvard Business Review – <u>coursepack</u>) • “Employee Motivation – A Powerful New Model” (Nohria et al., 2008: Harvard Business Review –<u>coursepack</u>) • “Harnessing the Science of Persuasion” (Cialdini, 2001; Harvard Business Review – <u>coursepack</u>)
10/24	Leading with Humility – Why it Works and What Gets in the Way	<p>Readings:</p> <ul style="list-style-type: none"> • “Modeling How to Grow” (Owens & Hekman, 2012; <u>CANVAS</u>) • “Humility: Our Current Understanding” (Nielsen & Marrone, 2018; <u>CANVAS</u>) <ul style="list-style-type: none"> ○ Or Skim the Optional Book, Leading with

		<p>Humility</p> <ul style="list-style-type: none"> • “What You Don’t Know About Making Decisions” (Garvin & Roberto, 2001; Harvard Business Review – coursepack) <p>Due (Sunday 10/28) : Formal Leadership Paper #1 (see CANVAS)</p>
10/31	Team Leadership	<p>Readings:</p> <ul style="list-style-type: none"> • Required Book, Leading Teams by Hackman, Chapter 2 • Required Book, Leading Teams, by Hackman Chapter 3
11/7	Team Leadership	<p>Readings:</p> <ul style="list-style-type: none"> • Required Book, Leading Teams by Hackman, Chapter 4 (can start at page 105) • Required Book, Leading Teams by Hackman, Chapter 6
11/14	Vision and Rising to the Top	<p>Readings:</p> <ul style="list-style-type: none"> • “Women and the Vision Thing” (Ibarra & Obodaru, 2008; Harvard Business Review – coursepack) • “Seasoned Executive’s Decision-Making Style” (Brousseau et al., 2006; Harvard Business Review – coursepack) <p>Due: Surveys (see CANVAS)</p>
11/21	No Class – Happy Thanksgiving!	
11/28	Check-ins and Initial Presentations of Leaders Found	<p>Due: Informal presentation Due: Spotting Forms (near complete) circulated to others (see CANVAS)</p>
12/5	Giving and Receiving Feedback Leader Readiness & Assessments	<p>Readings:</p> <ul style="list-style-type: none"> • “A Better Way to Deliver Bad News” (Manzoni, 2002; Harvard Business Review – coursepack) • Avolio & Hannah (Counseling Psychology Journal: Practice & Research; 2008; CANVAS)
Finals week 12/12	Final Presentations on Leaders & Selections	<p>Due: Final Visual Presentations Due: Final Spotting Forms Due: Formal Leadership Paper #2 (see CANVAS)</p>

Attendance and participation expectations

This class is highly participative and fun. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance. Here’s how participation is assessed:

PARTICIPATION GRADING RUBRIC

	4	3	2	1
CRITERION:	POSITIVE ATTRIBUTES			
Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.	Frequently	Occasionally	Seldom	Almost never
Finds ways to connect own comments to the comments made by other students in class.	Frequently	Occasionally	Seldom	Almost never
Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	Frequently	Occasionally	Seldom	Almost never
Demonstrates that s/he is doing the reading through questions, answers, and comments in class.	Frequently	Occasionally	Seldom	Almost never
	NEGATIVE ATTRIBUTES			
Misses class.	Almost never	Seldom	Occasionally	Frequently
Shows up late to class.	Almost never	Seldom	Occasionally	Frequently
Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).	Almost never	Seldom	Occasionally	Frequently

Halfway through the course, I will ask you to self-assess using this rubric and will then give you my own feedback so that you can improve further over the quarter.