

SELF-LEADERSHIP FOR PROFESSIONALS

Selected Problems, #38:533:611.01

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Course Overview

The objective of this course is to help you develop your own management and leadership skills. It is a personal course, with you as the focus. Throughout the semester, you will be prodded to deepen your self awareness and begin taking action to improve your effectiveness as a manager and a leader. Ideally, by the end of the semester, you will have a better understanding of skills that you should continue to develop and a personal plan for how to ensure your own continued learning and development.

We will use a variety of methods to encourage and direct your development of management and leadership skills, including readings, discussions, case studies, self-assessments, peer feedback, personal reflection, action learning assignments, and skills practice. In comparison to many other courses you have taken, your grade for this course will be determined relatively more by your active engagement in the process of personal development.

Course Website

The course readings and all materials for class assignments and activities will be posted on the class website. You are expected to learn how to navigate the website, check it regularly for announcements and assignments, and use it to submit your assignments.

Please bookmark the address for the course website now so you can access it easily: <http://www.rutgersonline.net> .

Registration is required to access the website. Instructions for accessing the course website will be sent to your Rutgers email address.

Assignments

In this course, you will learn primarily through active engagement in a variety of activities. Each week you will complete one or more individual and/or team assignments. These often include a self-assessment designed to provide you with insights about your strengths and developmental opportunities. Assignments may also involve some written work, and several involve making a short presentation in class.

All activities will be assigned grades

You will find a list of the assignments for the week as well as materials related to our class meeting on the website. All learning materials appear in the week the work is due.

If possible, submit written assignments electronically. If you cannot submit an assignment electronically for any reason, then you may hand in a paper copy of the assignment in class on the day it is due.

Individual Assignments

1. Self Assessments (DUE When Assigned):

Throughout this course, you will be asked to complete several self-assessment questionnaires that will give you insights about your learning style, personality, attitudes, and so on. Be sure to complete these, score them, and bring your scores to class on the day assigned.

2. Knowledge Application Worksheets (DUE Weekly):

Knowledge Application Worksheets ask you to record your thoughts about how you can **apply** what you are learning. After each class, you should complete the Knowledge Application Worksheet and submit it within 3 days using the Electronic Dropbox.

3. Demonstration of Leadership in Class (DUE, as agreed):

Take charge of doing something in/for class to exercise your leadership skills. Think about what you can do to add value. After getting my approval, carry out your proposal.

4. SSS Software In-Basket Exercises (DUE Jan. 23):

This exercise will be handed out in class. Be sure to complete it before class and bring a copy of your answers for the class discussion.

5. Interview TWO Managers (DUE Feb. 6):

Interview two managers with the intent of learning the most critical problems they face in their jobs as managers, the skills and abilities they use as managers, and major reasons why some managers are ineffective.

a. *Written Report:* Write a 2-page summary of what you learned about the competencies needed to be an effective manager, and the pitfalls you will need to avoid. What are the implications of these lessons for you?

b. *Presentation:* In a 5-minute presentation, describe your experience and what you learned to the class.

6. Analysis of Meetings (DUE Feb. 20):

Attend a non-student business meeting (e.g., a city council or other public meeting, a shareholder's meeting, a staff meeting) and analyze what occurred. Describe *what* went well and what did not go so well at the meeting. If possible, talk to some of the other people who attended to get their views. Discuss *why* some things went well, and *why*

there were problems. Imagine the person running these meetings asked for your advice about how to improve—what advice would you give? Finally, describe what you learned from this experience and the implications for you.

a. *Presentation*: In a 5-minute presentation, describe your experience and what you learned.

b. *Written Report*: Write a 3-page summary of what you learned about the competencies needed (a) to run a meeting effectively manager, and (b) to be an effective participant. What are the implications of these lessons for you?

7. Interview a Leader (DUE March 27):

Identify a person that you admire as a leader and set up an interview. Interview this person with the intent of learning their leadership philosophy, how they got where they are, how their experiences shaped who they are as a leader, major leadership challenges, the strategies they use to influence others, and their approach to continuous self development.

a. *Presentation*: In a 15-minute presentation, describe what you learned from this interview. Include comments that compare this interview to your first one. What are some implications for you?

b. *Written Report*: Prepare a 2-3 page written summary outlining what you learned and how you can apply what you learned.

8. Personal Development Plan Report (DUE April 17):

Prepare a report that describes a personal development plan to improve your management and leadership competencies during the next 1-2 years. Use as input for this report information about competencies needed to be an effective manager and leader, the assessments you completed during this semester, feedback you received from others, your own goals for improvement, and anything else that you feel is useful. Describe where you are as a manager/leader, and where you would like to be. Analyze your strengths and weaknesses and describe your priorities for development. Describe specific actions you can/will take to attain your personal goals. Finally, consider the challenges you will face as you attempt to implement your plan and describe how you will attempt to tackle these challenges. A worksheet will be provided for this assignment.

9. Lessons Learned Essay (DUE April 24):

After reviewing your Knowledge Application Worksheets and the assignments you completed for this class, write an essay describing “The Five Most Important Lessons I Learned about Leadership” (approximately 5 pages). Reflect on what you learned this semester that is most likely to be useful to you personally in the longer term. For each of the five lessons:

a. State the lesson in a few words that are easy to remember.

b. Describe the source of this lesson. Did you learn the lesson from self assessments, class discussions, a team project, something that happened at work?

c. State the implications of the lesson for you. What will you do differently as a result of this lesson?

d. Finally, *do something* to help you remember the most important of these lessons and document what you did. For example, you might write a jingle or verse, paint a sign to hang over your desk, come up with a clever acronym, design a screen saver, etc. Don't just describe your memory aid. Actually create it and *include it* (or a picture of it) in your report.

10. Personal Leadership Model (DUE May 1):

Develop your own personal model of leadership and prepare a 1-page visual representation of it. On the last day of class, everyone will describe their model to the class in a 3 minute presentation.

Team Assignments

1. Team Movie/TV/Life Analysis. Part 1 (DUE Jan 30):

As a team, watch a movie or TV show or series (at least one hour in length), or go to a real life event (e.g., a speech or rally). Do this activity together as a team. Analyze the leader and manager competencies you observe and discuss them with the class. A selected bibliography of movies to consider will be provided, but your group is free to analyze any movie, TV show or actual event.

- a. *Team Written Report:* Write a 3-page summary describing the leader and or manager competencies you observed, and the mistakes you saw. What are the implications for members of your team?
- b. *Team Presentation:* In a 10-minute presentation, describe your experience and what you learned to the class.

2. Team Movie/TV/Life Analysis. Part 2 (DUE March 20):

As a team, select another, different movie or TV show, or another event to observe *together*. BEFORE watching, prepare a list of competencies of interest to team members. As you watch, look for evidence of these competencies and take notes. Then discuss your observations with each other. Did you all interpret what you saw in the same way? Discuss your areas of agreement and disagreement? What might explain any differences among members of the group?

- a. *Team Written Report:* Write a 3-page summary describing what you learned about how people can have different perceptions of the same events. What are the implications of this for your own leadership competency?
- b. *Team Presentation:* In a 20-minute presentation, describe your experience and what you learned to the class. Reflect on your team's experience with the first assignment and compare it to your experience this time.

3. Team Book Analysis (DUE April 10):

As a team, select a “leadership” book to read, summarize, and discuss with the class. A selected bibliography of books to consider is included in this syllabus, but your group is free to choose any book.

Team Presentation: In a 10-15 minute presentation, describe how the book enhanced your understanding of leadership and the skills it requires.

4. Team Lessons Learned Presentation: (DUE May 1):

As a team, find a creative and entertaining way to share the most significant things you have learned from this course (as individuals and/or as a team). Begin by analyzing what you learned and identifying one or two key ideas to present. Then use poetry, pictures, musical expression, skits, games and other non-traditional ways to present your lessons learned.

Course Policies

A. Due dates are real. This course involves a great deal of active learning. It assumes that you learn by doing, and by engaging in discussions with other members of the class. Everyone is an important part of the learning process. If you fall behind, everyone in the class misses an opportunity to learn. Thus, ALL assignments are due at the beginning of class the week they are assigned. Assignments can be completed early without penalty. If you know you will miss class when a presentation is due, you should arrange an alternative earlier date for your presentation.

If you do not complete an assignment by the due date for any reason, you may submit it up to one week late. One late assignment will be accepted with no penalty. For any subsequent late assignments, one grade point will be deducted from your assignment grade. NOTE: If a team assignment is late, all members of the team will be affected.

B. Written assignments are due at the beginning of class on the date due. In general, you should submit an electronic copy using the **Dropbox** on the class website prior to class. In addition, you should bring a copy of your completed assignment to class so you can refer to it during our class discussions. Use **12-point font and single spacing** when preparing these assignments.

C. Oral Presentations should be rehearsed. This course provides many opportunities to practice and improve your individual and presentation skills. Student presentations are a significant component of most weekly meetings. To ensure that these are valuable learning experiences for everyone, I encourage you to rehearse your presentations in advance. Also, please note the following:

- ❖ As long as you adhere to the time limits, you are free to use any mode of communication that you wish for oral presentations—Be Creative!

- ❖ The time limits indicated for oral presentations will be enforced.
- ❖ You are expected to know how to use any required equipment.
- ❖ Hand in a hard (paper) copy of something that serves to capture the essence of your oral presentation, e.g., a one-page description of the main points, a copy of any handouts or slides you use, or some other document that can serve as a record.

D. “Redo’s” will not be re-graded. You may redo any assignment you wish in order to increase your learning. However, I will record only your grade on the original product.

E. There will be no “extra-credit” assignments.

Course Evaluation

Grades

All graded assignments are weighted equally and will be scored as follows:

- 3 Excellent: Shows considerable effort and professionalism.
- 2 Satisfactory: Acceptably good, but not outstanding.
- 1 Weak :Completed, but somewhat below expectations.
- 0 Unacceptable: The task was not completed, completed too late or was done very poorly.

Final grades will be assigned as follows:

- | | |
|--------------|-------------|
| • A 100-90 % | • C 76-70 % |
| • B+ 89-87 % | • D 69-61 % |
| • B 86-80 % | • F 60-0 % |
| • C+ 79-77 % | |

Possible Books to Read and Review

There are hundreds of books on leadership that could provide useful insights. Here's a list of a few to consider.

1. True North. By: Bill George. 2007.
2. The World's Most Powerful Leadership Principle: How to Become a Servant Leader. By: James C. Hunter. 2004.
3. Execution: The Discipline of Getting Things Done. By: Larry Bossidy and Ram Charan, 2006.
4. Meeting the Ethical Challenges of Leadership: Casting Light or Shadow. By: Craig E. Johnson. 2005.
5. Tough Choices: A Memoir. By: Carleton Fiorina, 2006.
6. Now Discover Your Strengths: By: Markus Buckingham and Donald O. Clifton, 2006.
7. Why Should Any One Be Led By You? By: Rob Goffee and Gareth Jones, 2006.
8. The 21 Irrefutable Laws of Leadership. By: John C. Maxwell and Zig Ziglar. 1998.
9. The Productive Narcissist: The Promise and Peril of Visionary Leadership. By: Michael Maccoby. 2003.
10. The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. By Warren Bennis, Gretchen M. Spreitzer, and Thomas G. Cummings (Editors). 2001.
11. Bad Leadership: What It Is, How It Happens, Why It Matters. By: Barbara Kellerman. 2004.
12. On Becoming A Leader: The Leadership Classic--Updated And Expanded. By: Warren Bennis. 2003.
13. African American Leadership. By Ron Walters and Robert C. Smith. 1999.
14. Leadership: Thinking, Being, Doing. By Lee Thayer, 2004
15. Reframing Organizations: Artistry, Choice, and Leadership. By: Lee G. Bolman and Terrence E. Deal. 2003.
16. Leading Coherently: Reflections from Leaders Around the World. By: Nance Stanford-Blair and Michael H. Dickman. 2005.
17. Leadership in Nonprofit Organizations: Lessons from the Third Sector. By: Barry Dym and Harry Hutson, 2005.
18. Nice Girls Don't Get the Corner Office. By: Lois P. Frankel, 2004.
19. The One Thing You Need to Know...About Great Managing, Great Leading, and Sustained Individual Success. By: Buckingham, 2005.
20. First Break All the Rules. By: Marcus Buckingham and Curt Coffman. 1999.
21. Her Place at the Table: A Woman's Guide to Negotiating Five Key Challenges to Leadership Success. By: Deboruah Kolb, Judith Williams, and Carol Frohlinger, 2004.
22. Success for the New Global Manager: How to Work Across Distance, Countries and Cultures. By: Maxine Dalton, Chris Ernst, Jennifer Deal, and Jean Leslie, 2002.

Possible Movies to Review

There are dozens of movies that illustrate good and bad self leadership and development, as well as many TV shows. Here are a few movies to consider.

1. Lion King
2. Apollo 13
3. Thirteen Days
4. The Missiles of October
5. Rudy
6. Tucker
7. Stand and Deliver
8. The Lion King
9. 12 Angry Men
10. Braveheart
11. Fight Club
12. Dead Poets Society
13. The Fog of War - Eleven Lessons from the Life of Robert S. McNamara
14. The Bridge on the River Kwai
15. Patton
16. Twelve O'Clock High
17. Norma Rea
18. Nine to Five
19. Gandhi
20. Lord of the Flies
21. Cuban Missile Crisis
22. Saving Private Ryan
23. Other People's Money
24. Milagro Bean Field War
25. Flight of the Phoenix
26. Stand and Deliver
27. Mr. Holland's Opus
28. Paths of Glory
29. Office Space
30. Wall Street
31. China Syndrome

WEEKLY MODULES

Week 1, January 16

Introductions: To Each Other and the Course

Assignments

- ❑ READ: Syllabus
- ❑ My Aspirations Worksheet (Handout)
- ❑ Our Aspirations Worksheet (Handout)
- ❑ Knowledge Application Worksheet, Week 1 (Website)

Class Activities

- Meet Classmates and Introduce Self
- Develop an Understanding of this Course
- Discuss Aspirations
- Discuss Views of Leadership

Week 2, January 23

Raising Your Self Awareness

Assignments

- ❑ In-Basket Exercise (2 hours)
- ❑ In-Basket Response Worksheet: Fill it out, make a copy and bring to class
- ❑ Learning Style Inventory: Fill it out, score it, and bring to class.
- ❑ Knowledge Application Worksheet, Week 2

Class Activities

- ❑ Discuss Learning Styles and their Implications
- ❑ Share and discuss In-Basket results
- ❑ Identify Components of Leadership Competency
- ❑ Begin to Evaluate Your Management and Leadership Strengths and Weaknesses

[TO SEE THE REMAINING WEEKLY MODULES, YOU MUST VISIT THE CLASS WEBSITE]