

EC391

Advanced Topics in Business: Leadership

Block 6 – Spring 2012
Colorado College

Jim Parco
jim.parco@coloradocollege.edu
719.389.6416

Class location: Palmer 119
Class Hours: Typically 9am-12pm M-F. See schedule for daily meeting times.
Office Hours: Mon-Thurs --normally 1:30 - 2:30 p.m. and anytime by appt

COURSE OVERVIEW

Organizations are complex
Effective leaders adapt
Reflection helps

Leaders are responsible for making sense out of the complexity that define organizations. Through a variety of perspectives, the course will explore this complexity through the interrelationships of power, the people that wield it, and the context within which it occurs. There are many psychological and sociological phenomena that regularly occur in organizations, though many of these forces are difficult to see. This course aims to make these forces more visible both within ourselves and in others thereby expanding one's adaptive capacity to become a better leader.

During the first part of the course, we will compare and contrast the prevailing theories of leadership engaging in readings from the most notable scholars on the subject. Next, we will engage in dialogue with leaders from the highest levels in business, non-profit, government and academia to better understand the multiplicity of perspectives necessary for effective leadership. Finally, we will examine a variety of lenses that help shape leaders and the environments in which they operate.

Throughout the course, we will also be looking externally at the organizational context and reflecting on the inherent complexities of leadership challenges, while simultaneously, looking inward at ourselves and helping to discover what each of us can do to develop our own adaptive capacity and enhance our individual leadership potential.

TEXT AND MATERIALS

1. Course pack (HBS cases - *Katherine Graham* and *Friendly Fire*)
 2. *The 52nd Floor: Thinking Deeply About Leadership*
 3. *Echoes of Mind: Thinking Deeply About Humanity*
 4. Other required readings as provided during the course via PROWL.
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COURSE ADMINISTRATION

Class meeting time and location: This class is scheduled to meet from 9:00am-noon in Palmer 119.

Performance evaluation: Grades will be assigned on the basis of your performance on the following evaluation vehicles:

	<u>Weight</u>
Class engagement	10%
Personal Journal	15%
Leadership Reflections	15%
Case Studies (2 @ 10% each)	20%
Oral exam	10%
Final paper	20%
<u>Final presentation</u>	<u>10%</u>
	100%

In general, letter grades will be based on a curve (not on a 90/80/70 contract). Although there is no desired target or “correct” distribution of grades, students that are well-prepared, engage each other in thoughtful dialogue during class meetings and demonstrate an intellectual curiosity about the material typically receive “A”s and “B”s. Late work or missed assignments will typically receive no credit.

Class engagement: You will be evaluated daily on your preparation and participation in class. Participation is more than coming to class prepared, but rather taking the initiative to lead the conversations, ask questions of the guest speakers, and engage your classmates in critical dialogue over the day's material.

Personal Journal: Reflective in nature, your journal should demonstrate an understanding of both the reading and class discussions through for the particular lesson.

Before one can be an effective leader, the first step is "To Know Thyself." The purpose of this course activity is for you to (privately) reflect on how you see the world and yourself within it. No one else will see the responses.

For each day of the course, choose any story you wish from *Echoes of Mind*, spend 10 minutes reflecting on the questions, and then write an entry on your journal that captures your thoughts. There are no right or wrong answers. You will be graded only on the depth of your reflectiveness. You should have a minimum of fifteen journal entries by the end of the third week of the course. You will also include a final summary entry reflecting on all you have written in your journal. Your journal should be completed no later than 5pm on Sunday, March 11th.

Leadership Reflections: Also reflective in nature, we will be examining many different aspects that define the complex environments in which leaders must constantly engage. Periodically throughout the course, you will be asked to read stories from *The 52nd Floor* and reflect on the discussion questions. PLEASE NOTE THAT THE ASSIGNMENT IS NOT FOR YOU TO ANSWER ALL THE QUESTIONS. The questions are merely a guide to catalyze your thinking. Reflect on the other readings, the speakers, the class discussions, current events, etc -- anything -- that comes to mind as you read the story and then write about it. Your reflections will be evaluated on the depth of your thinking and analysis. You shouldn't attempt to merely answer the questions, but rather use the questions to frame your essay. Although there is no required length, the anticipated level of effort is 1-4 paragraphs per posting. You are also encouraged to comment on, or build upon, your peers' postings.

Final (oral) exam: The oral exam is scheduled for Tuesday, March 12th, 2012. Every student will be prescheduled for a 20-minute block during the normal class time. You will only need to show for your exam, and will have the rest of the day to work on your final paper and presentation.

The exam will be comprehensive and principally based upon the course readings, theories, speakers and experiences in the course. You will be evaluated on the accuracy, creativity, breadth and depth of your answers.

Final paper: As part of your final course project, you will be required to author a 10-15 page leadership analysis paper on a topic of your choosing.

DUE DATE: The paper is due by 8pm, Monday, March 12th. Please upload it to the PROWL site under Day 16.

PAPER SPECIFICS: Using the concepts from the course, you are to apply those which are most salient to your subject and present your analysis as a final paper. The paper should not exceed 15 pages in length and should be analytical in nature. There is no specific format or style. However, each paper must address the following criteria:

(1) Choose and read a book written by a leader, or a biography written about him/her. The book must be approved during the first week of the course. Examples of suggested books include:

- Onward by Howard Schultz
- Steve Jobs by Walter Isaacson
- Hitler by Ian Kershaw
- A Testament of Hope by Martin Luther King, Jr.
- The Mary Kay Way by Mary Kay Ash
- Thirteen Days by Robert F. Kennedy

NOTE: You are not merely to summarize the book, but rather identify the permeating themes contained in it, and integrate them with as much of the course content as possible.

Using the levers of leadership cards, as part of your analysis, you will also be required to identify the top 5-7 levers highlighted in the reading with supporting examples from the text.

EVALUATION: You will be evaluated on your breadth and depth of analysis using the tools, themes and concepts from the course. An "A" paper would go well beyond the minimum guidance. A grading rubric for the paper can be found at the top of the PROWL page.

Final presentation: As part of your final course project, you will be required to give a 20-minute oral presentation.

PRESENTATION SPECIFICS: The presentation should not exceed 20 minutes in length. Your presentation should be analytical in nature. Although it will be necessary to provide background information on the book you read, be very careful not to overly summarize. You should also remain very aware of your choices in how you approach using AV support (e.g. PowerPoint slides). Overly complicated slides (read: too many words, crowded, etc) can negatively affect your overall grade.

DAILY TOPICS AND READING ASSIGNMENTS

Class	Day/Time	Topic	Reading	Speaker	Exercise/Case	Assignment
1	Mon, Feb 20 9am-11am	Course Intro and Overview	52F: 1-15 EOM: 1-13 Northouse		LTQ and Skills Inventory	LR: Leadership by the Book PR: EOM
2	Tues, Feb 21 9am-noon	Levers of Leadership	Bennis & Thomas Greenleaf Hersey		Card exercise	LR: Thespian PR: EOM
3	Wed, Feb 22 9am-noon	Decision-Making	52F: 17-63 Janis Harvey	Van Skilling	Carter Racing	LR: Obedience LR: Feedback PR: EOM
4	Thurs, Feb 23 7am-3pm	NCLS Symposium	52F: 65-101 Kouzes & Posner		<i>Field trip</i>	LR: The Guru PR: EOM
5	Fri, Feb 24 9am-noon	Adaptive Leadership	52F: 103-163	Dave Levy	Big Mind	LR:TheShadow LR: Heaven & Hell PR: EOM
6	Mon, Feb 27 9am-noon	Promoting Growth and Change		Wendy Volkland-Wallace		LR: Teamwork Project Proposal Due PR: EOM
7	Tues, Feb 28 9am-noon	Practical Leadership	Pfeffer & Sutton	Carl Janssen		LR: Trust PR: EOM
8	Wed, Feb 29 9am-noon (Armstrong 210)	Women in Charge	Stone	Jill Tiefenthaler	Katherine Graham	LR: Creativity & Diversity PR: EOM
9	Thurs, Mar 1 9am-noon	Military Leadership	Puryear Lorenz	Steve Lorenz	<i>Field trip</i>	LR: Power Play PR: EOM
10	Fri, Mar 2 9am-noon	Case Study Day	Deresiewicz		Friendly Fire	PR: EOM
11	Mon, Mar 5 9am-noon	Chaos, Complexity & Patterns	Ant Fugue Wheatley		Video: Guitar Video: Chaos Video: Pearls for Breakfast	LR: Priming PR: EOM
12	Tues, Mar 6 9am-noon	Creativity & Knowledge	Weisberg Hofstadter Weingarten		Video: Jones	LR: Power of Know PR: EOM
13	Wed, Mar 7 9am-noon	Thinking Strategically	Hofstadter Dixit & Nalebuff			LR: The Award PR: EOM
14	Thurs, Mar 8 9am-noon	On Diversity	52F: 165-199 Langer & Sutton		Video: Barker	LR: The Grand Illusion PR: EOM
15	Fri, Mar 9 9am-noon	On Reflection	52F: 201-221 Goleman		Video: Fog of War	LR: Mediocre Free PR: EOM

16	Mon, Mar 12: Varies	Final (oral) exam			20-minute one-on-one exam	Final paper due (by midnight)
17	Tues, Mar 13 9am-noon	Project Presentations				Upload slides after class
18	Wed, Mar 14 9am-noon	Course summary & Evaluation			Video: Jones	Course critique

MISCELLANEOUS COURSE POLICIES

Honor Code: It should go without saying that the Honor Code firmly applies to all activities within this course. The only way in which we can all grow as scholars is to rely on each other's integrity and responsible behavior. Please help each other to preserve the strength of the Honor Code. If you are uncertain about whether your behavior conforms, ask. The general rule is simple: always cite your sources. On the written exam, no outside sources are permitted. For homework and other projects that involve research beforehand, all sources are permitted with appropriate attribution.

The Honor System encompasses the student body, the Honor Council, and the Honor Code to form an essential part of the academic program at Colorado College. Its purpose is to help recognize each student's maturity and individual ability. Accordingly, the Honor System provides an atmosphere of mutual trust that contributes to students' personal growth and academic development. The spirit of this constitution and the principles it embodies are intended to provide a foundation for a personal ethical code that will continue long after graduation from Colorado College.

Every Colorado College student is responsible for obtaining a working knowledge of all rules and regulations of the Honor System and for understanding this constitution and other materials describing the Honor System. Also, the student is obliged to know how the principles apply in each class. Ignorance of the principles embodied in this constitution and of the way in which they apply in a particular class will be no excuse for a violation of the Honor System.

General Guidelines

THESE GENERAL GUIDELINES ARE ONLY A BRIEF SUMMARY OF THE HONOR SYSTEM. EVERY STUDENT IS EXPECTED TO BECOME FAMILIAR WITH THE DETAILS OF THE CONSTITUTION, WHICH FOLLOWS THESE GENERAL GUIDELINES.

1. The Honor System applies to all work done for credit — exams, papers, laboratory reports, daily assignments, and any other assigned work. Unless the professor specifically states otherwise, work done on all tests and assignments shall be entirely the student's own.

2. In papers, direct quotations must be acknowledged by quotes and footnotes. Ideas or paraphrasing taken from outside sources (including course textbooks) must be properly acknowledged, unless the professor specifically states otherwise. In oral reports, verbal acknowledgment of sources is usually sufficient.

3. Exams must be taken at the place and within the time limits designated by the professor. Except as otherwise stated in this constitution, each professor has the right to set such exam and term paper guidelines as the professor deems appropriate.

4. A student's work may not be submitted for simultaneous credit in two different classes without the explicit permission of both professors. Replications of one's own earlier work may be submitted for subsequent credit only with the explicit permission of the professor to whom the work is now being submitted.

5. An attempt to violate the Honor System, which is not completed because the student is observed in the attempt, will be considered a full violation.

6. A student or professor reporting a suspected violation will remain anonymous to everyone except the Honor Council. If the case is appealed, the identity of the accuser will also be revealed to an appeal board consisting of five (5) randomly selected students pledged to confidentiality.

By posting any assignment to PROWL for this course, you are acknowledging that, on your honor, you have neither given nor received any unauthorized aid on the respective graded assignment.

Disabilities: If you have a disability and require accommodations for this course, please speak with the professor privately as soon as possible so that your needs may be appropriately met. If you have not already done so, you will need to register with Disability Services in the Learning Commons at Tutt Library (Rm 152, 227-8285). This is the CC office responsible for coordinating accommodations and services for students with disabilities.

Final Note: This class is scheduled to meet regularly (read: daily) through Wednesday, February 15th at noon. Please don't ask permission to miss class or leave early. Life is about choices, and choices have consequences. Since both the choices and consequences are exclusively yours, it is only a decision you can make. Generally speaking, missing a single class can reduce your final grade by a full letter grade.