

LEADERSHIP AND MOTIVATION
(Management 453.M01 Spring 08) T & Th 8:55 – 10:10 BC 103



WARNING! WARNING! WARNING!

This Professor is *passionate* about the *subject matter* and about the *business of learning*.

TRANSLATION: YOU MUST ALSO BE PASSIONATE ABOUT LEARNING TO DO WELL IN THIS CLASS

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OFFICE HOURS: TTH: 10:30 – 11:30 & 1:00 – 3:30
Dr. "C" By appointment & whenever you can catch me.

REQUIRED TEXTS AND MATERIALS: Hughes, Ginnett, & Curphy, Leadership: Enhancing the Lessons of Experience, Fifth edition, 2004.

Class Handouts

BRIEF DESCRIPTION OF COURSE

The primary focus of this course is on effective leadership – both theory and practical application. The Instructor emphasizes the value of experience in leadership development. Discussion will return repeatedly to the question of what makes a person an effective leader. This course is designed with a dual concern for theory and practice. Virtually every leader who makes it to the top of whatever pyramid he or she happens to be climbing does so by building on earlier experiences. The successful leaders are those who learn from these experiences, by reflecting on and analyzing them to help solve larger future challenges. In this vein, each member will be required to demonstrate effective leadership behaviors in the classroom. You are expected to “walk the talk” for the entire semester. The winners are the students that permanently adopt these behaviors.

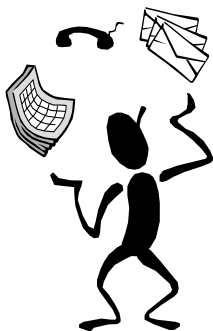
PREREQUISITE(S)

Note: Students will be administratively dropped from the course if they have not met the required prerequisite(s).

Management 309 (majors) 315 (non-majors): Human Behavior in Organizations (aka Organizational Behavior), **Master level enrollment, I/E slot,** or permission of Instructor.

I assume that students are serious about studying leadership. Students must be willing to put forth the effort necessary to do well in this course. Such effort includes knowledge acquisition, time, and behavioral components. Anyone not meeting this requirement is welcome to withdraw and retake the class at a time when you can give leadership study the attention it deserves.

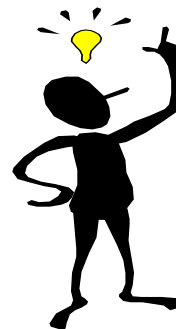
COURSE OBJECTIVES



WORK HARD!



HAVE FUN!



LEARN A LOT!

1. To become intimate with your own strengths and weaknesses as leaders.
2. To learn how to get outside your comfort zone by becoming comfortable with making mistakes, taking risks, and being creative.
3. To help you internalize the statement “different is good.”

4. To learn about and be able to apply the skills & behaviors necessary for effective leadership.
Warning: Learning about skills & behaviors is much easier than incorporating them into your own set of behaviors – Behaviors are graded in this class.
5. To become cognizant about the importance of ethical principles, personal and company values, and socially responsible management practices.
6. To provide you, the student (in exchange for a significant amount of work), knowledge that will be of lasting value throughout your career(s) both in and out of the workplace.

COURSE OUTCOMES

1. Self knowledge about one's own strengths and weaknesses
2. Incorporation of leadership behaviors (e.g., risk taking, admitting mistakes, creativity) into one's standard behaviors.
3. A desire to actively seek diverse view points in problem solving.
4. Application of leadership skills and behaviors on a daily basis.
5. Incorporation of ethical principles, values, and social responsibility into all decisions.
6. A desire to continue practicing leadership behaviors both in and out of the workplace.

COURSE REQUIREMENTS

Attendance: Attendance (absenteeism and tardiness) is an important part of your overall performance in a job. It is also an important part of this class. This class begins at 10:20 a.m. sharp-- Not at 10:01 a.m. I suggest you plan to arrive early rather than risk being late. **Clock of record is MY WATCH -- not your watch, or the radio, or the clock in a different building, room, etc.**

Anyone entering the classroom after the Instructor begins is tardy. Whether or not the tardiness is excused depends on whether or not you planned to be late. The same principle applies to leaving before the class period ends, and returning late from breaks.

Any unexcused absences or tardies will result in the forfeiture of all attendance bonus points, and will detrimentally affect your participation/responsibility grade.

Students who enter the class late, or leave early (for any reason) tend to interrupt the lectures, class exercises, and general train of thought for other students and/or the instructor. Therefore, please avoid doing so. If you must be late or leave early, do so in as unobtrusive a manner as possible (e.g., sit near the door, do not ask the Instructor to repeat information during class time, and DO NOT ask other students to 'catch you up,' etc.).

Excused absences: You have notified me ahead of time that you will be late/absent/leaving early. This is one way you can behaviorally demonstrate your grasp of planning ahead and taking responsibility – both very important aspects of effective leadership. If you let me and your group (when applicable) know of absences/lateness ahead of time - you have planned. If you provide a reason "after-the-fact," -- it is an excuse. I do not take excuses. The only unplanned absence/tardy that will be forgiven are University excused absences (documented hospitalization, or proof of a death in the immediate family).

Understandably, circumstances (job & family matters, etc.) may cause you to miss class. However, much learning takes place in the classroom. Therefore, **students are limited to four excused absences/abbreviated attendances throughout the semester** --without a negative impact on your grade. More than four missed classes or abbreviated attendances (even when excused) will negatively affect your participation/responsibility grade.

Note: Missing more than *twelve (12) classroom hours* and/or **9 classes for any reason** will result in an administrative withdrawal from the course, or an "F" grade.

I strongly recommend that you attend all classes for the following worthwhile reasons.

- 1). A significant portion of the qwests is derived directly from material presented in the lecture that is **not** in the text.
- 2). To earn bonus points
- 3). Because experiential (concrete) learning is more effective than book reading
- 4). Because this class draws on the experiences of students as a teaching resource. You cannot learn from others, nor contribute your own unique views and experiences if you are not present.
- 5). Because you are a mature, responsible adult who wants value for your money.

Homework:

Excused absences excuse you (the body) **NOT ANY WORK THAT IS DUE**. Failure to turn in assignments **on time** will result in a loss of participation/responsibility points, and a zero on the assignment. Similarly, an excused absence does not excuse you from obtaining handouts and assignments that you may have missed. **It is your responsibility to find out what you missed and to arrange with the Instructor to obtain any handouts, make-up qwests, etc.** You may be required to make up a missed class discussion as determined by the Professor (me). This can take many forms – depending on what was missed (paper, presentation, etc.). If you are excused, you must either fax, e-mail, or have someone deliver your work. All work is due before class starts. **ONCE CLASS STARTS, I WILL NOT ACCEPT YOUR HOMEWORK.**

Classroom demonstrations of your ability to “walk the talk” as a leader includes being in class when you are supposed to be; minimizing disruptions to the class (arriving late and leaving early); arriving prepared to discuss the readings; and being actively engaged in the learning process during class sessions. You are not actively engaged in the learning process when you are sleeping, doing other work, reading during lectures, talking during presentations, etc.

Note: You will not receive credit for responsibility during a class session in which you sleep (defined by closed eyes), do other work, use personal electronic devices, read during lectures, interrupt presentations, etc.)

ALL PERSONAL ELECTRONIC DEVICES MUST BE TURNED OFF AND STOWED (OUT OF SIGHT) DURING CLASS. YOU MAY NOT USE PERSONAL ELECTRONIC DEVICES FOR ANY REASON INCLUDING AS A WATCH/CLOCK.

DOING SO WILL NEGATIVELY IMPACT YOUR PARTICIPATION/RESPONSIBILITY GRADE. THE APPEARANCE OF ANY ELECTRONIC DEVICE DURING A QWEST OR TEST IS CONSIDERED CHEATING AND WILL BE DEALT WITH ACCORDINGLY (SEE SECTION ON DISHONESTY).

WARNING! Any appeals regarding an unexcused absence, or tardy, or failure to turn in work, or complete a qwest/test/assignment correctly must be presented within two class sessions of the occurrence. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider any excuse-including University excused absences.

Indiv. Qwests: Individual qwests will be given as scheduled. If you are excused from class during a qwest, I will develop a “special” qwest for you to be completed before **9:30 a.m. of the next class period**. Makeup qwests will be more difficult as the student has more time to prepare for them. If you are **unexcused** from class during an individual qwest, you will receive a zero on that qwest. If you arrive late to class when an individual qwest is in process (and are **unexcused**), you will be allowed the remaining time to complete your qwest. **YOU WILL NOT BE GIVEN EXTRA TIME.**

Group Qwests and Cases: These will be “in-class.” Groups will be randomly assigned for each qwest. The format will vary to include case analysis and short answers. If you are excused when a group qwest is given, you must take an alternate qwest **alone** and must be done **by 9:30 a.m. of the next class period**. If you are **unexcused** from class during a group qwest, you will receive a zero on that qwest. If you arrive late to class when a group qwest is in process and are **unexcused** you will receive only the remaining time to complete the qwest **by yourself**. **YOU WILL NOT BE GIVEN EXTRA TIME. NOR WILL YOU BE ALLOWED TO RECEIVE CREDIT FOR WHAT THE GROUP HAS ALREADY ACCOMPLISHED.**

Qwests (individual and group) cover lecture as well as assigned readings in the text and class handouts (whether or not they are covered in lecture), all videos, and all experiential exercises.

Class Participation/Responsibility:

Class participation or class discussion is a significant part of your grade. Each student is expected to be an active participant and to make meaningful comments. Your grade on class participation is something to be earned via consistent, daily contribution to class discussions. You should make a conscientious effort to attend all classes and always be prepared to contribute to class discussions. Merely **coming to class** is necessary but not sufficient to earn a good participation grade. The bare minimum number of times you are expected to **voluntarily** display your willingness to practice your leadership skills by speaking out is eight (8) -- all on separate discussions and, this will be judged as no better than a C-. If necessary, I will call on students (that are not volunteering) to answer questions in order to provide them a chance to earn the minimal C- grade.

Note: Merely **speaking** is necessary but not sufficient for earning a good participation grade. Contributions must have substance. Volunteers will be actively sought. The opinions of all class members is critical to the learning process. Your responsibility grade is determined by your behaviors. As stated before you are expected to demonstrate your ability to act responsibly. Graded behaviors include attendance, meeting deadlines, taking proactive actions, participation, respect for the values of others, risk taking, sleeping in class, talking when others are speaking, using electronic devices, doing other work during class, etc. Students are encouraged to step outside of their comfort zones, to willingly make mistakes in front of others, and to creatively apply learned concepts.

Class Photographs: I will be taking your photograph. Doing so:

- Allows me to get to know each of you by your first or nick names
- Assures you and I that the correct participation/responsibility grade is assigned to the right person.
- Aids in my ability to write letters of recommendation for jobs, scholarships, graduate schools, etc. should you ask for one. I have had students call me up to 5 years later for letters – hoping that I remember them.
- Photos will only be used in-class for first or nick name identification
- No last names, ID no's, etc. will be attached to the photographs
- Photos are kept in my personal files only and will not be shown to anyone else.

HINTS: I will often ask for opinions or examples (to which there are not necessarily right or wrong answers) – be ready to share your view.

Learn the “Joy of Imperfection” – the greatest learning comes as a product of our mistakes.

As you read – take notes. Hi-lite what you found interesting in the reading(s) and/or what you have questions about.

Be in class – on time.

Do not use cell phones, read newspapers or other books; do not do homework (for any class) during class time. In other words – be attentive.

Be ready to volunteer for exercises.

Take responsibility to do what an effective leader would do without being directed to do so.

Journals: Students are required to write personal journals that address leadership concepts. Your journal will consist of a number of entries, which reflect your personal observations or experiences relating to a particular topic of leadership. For example, one of the topics in the course concerns Influence Tactics, and a sample journal entry may concern a personal episode where you attempted to influence someone else or they attempted to influence you to do something you would not otherwise have done. The entry should include identification of the influence tactic(s) used, how you (or they) reacted to the influence attempt, whether or not you perceived it to work, etc. This entry also explores what you would do (or not do), in light of your new knowledge, if again faced with a similar situation. You will examine the incident from multiple perspectives, link the concept to other leadership topics and lay out a plan for personal growth in that area.

Most of the journal entries are open; they may involve anything relevant to the topic of leadership. I may ask you to address specific topics on occasion. In all cases, use specific real life examples and link your real life observations and experiences to specific concepts from the course, and plan for future growth.

Journals are about reflecting for personal **GROWTH** not for bragging about what a great person you already are.

All journal entries should be kept in a consolidated format from which pages may be removed and replaced (e.g., a three ring binder). Moreover, each journal entry is to be dated and titled with at least one specific leadership topic.

There are several reasons I want you to keep a journal:

- 1). Journals reinforce an active learning approach to leadership by encouraging reflection about yourself and those around you. Journals provide an opportunity to respond in a personal way to ideas about leadership in the readings, class activities, the media, personal conversations, etc. Thus, journals serve as a bridge between knowledge and learning.
- 2). Journals provide a record of “raw data” that you can return to later and view through the alternative perspectives discussed later in the course.
- 3). I will use your entries to gauge your understanding of various leadership topics.

- 4). I incorporate many of the leadership principles into my treatment of this class. Try to spot them. Did they work or not? How could the action be improved to better demonstrate leadership principles? Do not be afraid to comment either positively or negatively on these actions. Remember, you are being graded on your ability to see things from different perspectives -- not on your opinions.
- 5). Feedback (including your own) is extremely important in shaping behaviors.

There is no required length of journal entry. Quality is as important as quantity. The quality of a journal entry will partly be a function of your ability to relate leadership topics to your own experiences and observations. However, because any leadership situation can be explained using a variety of perspectives, the quality of your journal entries will also depend on your ability to look at leadership phenomena using multiple perspectives. Entries should include emotions, feelings, surprises, new insights, observations, and random thoughts that connect principles from lectures, textbooks, handouts, and classroom exercises. Journals are graded on the student's ability to make insightful 'links' between theory and life, and the process of reflection.

Journals will be collected throughout the semester as scheduled. I will collect Journals at the beginning of the class session on which they are due. If you are excused – e-mail or fax the journals – **before the start of class. Once class starts, I will not accept your journal.**

Written English is not a component of journal grades. Entries can be hand written. However, keep in mind that I must be able to read the entry in order to assign a grade. I will treat journals confidentially.

Response/Reflective Paper: One well-written, double-spaced, and typed paper is required. Students will be required to draw parallels between their experiences and the concepts/principles learned in the class. Generally, students that keep up with their journals, do well on the response paper.

Written English DOES COUNT and can negatively impact your grade. This paper is to be **typed** and **double-spaced**. All **references** are to be properly documented (including your text book) and class lectures.

Emerging Leaders: Students will be nominating class leaders according to the Leadership principles, theories, traits, behaviors, etc. that we study in this class. The willingness to make mistakes and to be open minded about others as well as opening yourself to others are behaviors/traits found in effective leaders. Therefore, students are encouraged to volunteer to give short presentations, do exercises, or otherwise lead discussions. Your willingness and enthusiasm for presenting in front of the class will influence the class's perceptions of you as a leader and help to develop your leadership skills.

Likewise, students are encouraged to take an active interest in each other. Effective leaders are "other-centered" rather than "self-centered." You cannot be "other-centered" if you do not bother to get to know others. **Therefore, students are required to sit in a different seat with different students each class session.**

Dishonesty: Any determined dishonesty (cheating) will result in an “F” in this course and the student's name will be sent to the office of the Vice President for Student Affairs for Judicial action. Some common determinants of cheating include open books or notes, writing on hands, desks, book covers, use of personal electronic devices, etc.

Any possible dishonesty (e.g., talking during an exam, eyeball strain in the direction of another student’s work, leaving the room during an exam, etc.) will result in the student taking a different exam under controlled conditions.

Hint: THIS IS A HUGE ISSUE – The University has become very concerned about the amount of cheating that occurs and is actively pursuing dishonesty.

THE APPEARANCE OF ANY ELECTRONIC DEVICE DURING A QWEST OR TEST IS CONSIDERED CHEATING AND WILL BE DEALT WITH ACCORDINGLY (SEE SECTION ON DISHONESTY).

Extra Credit/Bonus Points:

These points are **not** needed to do well in this class. They are being used to encourage specific behaviors, as motivation for those that wish to excel, and as "just in case" points. The nature of the points is such that they must be planned for. Earn them now, "just in case" you need them later. Bonus points cannot be made up. If you are not present when they are given (even when excused), you forfeit your chance at those bonus points.

DO NOT COME TO ME AT THE END OF THE SEMESTER AND ASK TO DO EXTRA CREDIT. TAKE ADVANTAGE OF THE OPPORTUNITIES AS THEY PRESENT THEMSELVES.

15 bonus points: Extraordinary Perfect Attendance is worth 15 bonus points. This means you must have zero (0) absences and/or tardies -- **for any reason**. It is normal (not extraordinary) to miss class for a variety of planned reasons (e.g., home, work, and family obligations).

10 bonus points: If you do not have **any** unexcused absences/tardies, leaving early, etc. Note: adding the class late is an excused absence. Not showing up for the first class (when you are on the class roster) is an unexcused absence. Excused absences are limited to four occurrences throughout the semester.

15 bonus points: The Class Leader

10 bonus points: Group 1 – emerging leaders

5 bonus points: Group 2 – emerging leaders

? bonus points: Determined at Instructor’s discretion. Spontaneous bonus point opportunities may be offered during the semester. Only those students present have a chance to earn them. Bonus points cannot be made up.

Incompletes: The only reason I will give an incomplete grade is when an extenuating hardship occurs (e.g., hospitalization, death in the family). The student must be passing at the time of the hardship. The student must request the incomplete within two class periods of when the hardship occurs. The student must subsequently provide documentation of the crisis. The student must enter into a contract with the Instructor regarding the work and the time period for completion of the work.

Grade Appeals: Procedures for grade appeals are on page 21 in the 2005-06 catalog. Be aware that there are deadlines for appealing grades.

WARNING: Any appeals regarding an unexcused absence, or tardy, or failure to turn in work on time, or complete a qwest/test/assignment correctly, or regarding an assignment grade must be presented to the Instructor within two class sessions of the occurrence. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider any excuses-including University excused absences.

Students with Disabilities:

If you have, or believe you have, a disability and would benefit from any accommodation(s), Call the Coordinator of Services for Students with Disabilities at 505.646.6840 regarding student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first 2 weeks of classes. It will be your responsibility to inform either your instructor or SSD representative (in a timely manner) if the services/accommodations provided are not meeting your needs. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with the instructor.

Student Responsibilities:

1. Register with SSD and obtain accommodation documents early in the semester;
2. Deliver the completed accommodation and testing form(s) to the instructor(s) within the first two weeks of beginning of classes (or within one week of the date services are to commence);
3. Retrieve the signed form(s) from faculty and return to SSD within (5) days of the receipt from faculty and at least one week before any scheduled exam; and,
4. Contact the SSD Office if the services/accommodations requested are not being provided, not meeting your needs, or if additional accommodations are needed. Do not wait until you receive a failing grade. Retroactive accommodations cannot be considered.

Faculty Responsibilities

1. Sign the *ACCOMMODATION REQUEST FORM* and *TESTING ACCOMMODATION FORM* (when presented), retain a copy, and return the original to the student within five (5) working days of receipt;
2. Contact SSD immediately if there are any questions or disputes regarding accommodation(s), disruptive behavior, etc.; and,
3. Refer the student to SSD for any additional accommodations.

Employee Relation Issues (discrimination, sexual harassment):

Call the Director of Institutional Equity at 505.646.3635 with any questions you may have about NMSU's Non-Discrimination Policy & complaints of discrimination, including sexual harassment.

Withdrawals: The final deadline for withdrawing from a course with “W” is Mar. 10, 2008.

Faculty may choose to drop students administratively if they have excessive absences. Administrative drops must be processed by the Oct. 16 deadline. The appropriate forms are available from your department office.

Academic and non-academic misconduct: Please see www.nmsu.edu/~vpss/03-04handkbook.pdf (Student Code of Conduct in the NMSU Student Handbook) for explanations of what Constitutes academic and non-academic misconduct. Penalties will be imposed depending on the conduct. **Do not come to class under the influence of alcohol, or illegal drugs. Doing so demonstrates a lack of responsibility and will negatively affect that grade. You will also be asked to leave and will therefore lose participation points.**

NOTE: AT THIS POINT EACH STUDENT HAS ZERO (0) POINTS – I DO NOT TAKE POINTS AWAY – RATHER YOU EARN THEM! THE POINTS TRANSLATE INTO GRADES – THE GRADES THAT YOU EARN.

GRADE DISTRIBUTION

Participation/Responsibility	11% 110 points
Indiv. Qwests	30% 300 points (4 @ 75 pts. ea.)
Group Exams	15% 150 points (3 @ 50 pts. ea.)
Journals	32% 320 points (1 st @ 15 pts. 2 nd @ 23pts. 3 rd @ 32 pts. 4-8 @50 pts. ea.)
Response Paper	<u>12 % 120 points</u>
Total	<u>100 % 1000 points</u>

GRADES (1,000 point maximum)

929.6 - 1000	A	769.6 – 799.5	C+	599.5 or less	F
899.6 - 929.5	A -	729.6 – 769.5	C		
869.5 - 899.5	B+	699.6 – 729.5	C-		
829.6 - 869.6	B	669.6 – 699.5	D+	699.6 or higher =	S
799.6 – 829.5	B-	629.6 – 669.5	D		
		599.6 – 629.5	D-	699.5 or less =	U



LET'S GO FOR IT!

Tentative Schedule – Mgt. 453.M01, Spring 08
1/9/08

TH – 1/17	Handout “The Journey”	
TU – 1/22	Syllabus	Be ready to discuss Syllabus and handout
TH – 1/24	Chapt. 1: Leadership is a Process, not a Position Development Planning (GAPS Analysis), Text pg. 518 - 524	
TU – 1/29	Chapt. 3: Leadership is Developed through Education & Experience	
TH - 1/31	Handout: Attribution Theory	Practice Journal
TU – 2/5	Handout: Where Bias Begins: The Truth About Stereotypes	
TH – 2/7	Chapt. 6: Leadership & Values	Journal # 1
TU – 2/12	Handout on Spirituality	Indiv. Qw. 1
TH – 2/14	Handout on Ethics	Journal # 2
TU – 2/19	Handout: Problem Solving Styles aka Jung’s typology, Meyers & Briggs	Indiv. Qw 1
TH – 2/21	Handout: Reinforcement Theory Handout: The Folly of Rewarding A while Hoping for B	Journal # 3 Grp. Exam 1
TU – 2/26	Handout: Motivation Theories	
TH – 2/28	Chapt. 9: Motivation, Satisfaction, & Performance	Journal # 4
TU – 3/4		Indiv. Qw. 2
TH – 3/6		Journal # 4
TU – 3/11		

TH – 3/13	Chapt. 7: Ldrshp traits, Pgs. 158-173 Chapt. 8: Pgs. 215-235: Derialment & Changing Behaviors	Journal # 6
TU – 3/18	Handout on Power & Influence Pgs. 141-171	
TH – 3/20	Chapt. 5: Power & Influence	
3/24 – 3/28	Spring Break – No Classes	
TU – 4/1	Chapt. 7: Intelligence & Ldrshp. Pgs. 176-188	Indiv. Qw 3
TH – 4/3	Advanced Ldrshp Skills Pgs. 481-496 Pgs. 503-524	Journal # 7 Group Exam 2
TU – 4/8	Advanced Ldrshp Skills Pgs. 496-502	
TH – 4/10		Journal #8
TU – 4/15	Chapt. 2: Ldrshp involves an interaction Between the Leaders, the followers, And the situation	
TH – 4/17	Handout: Self-Leadership	
TU – 4/22	Basic Ldrshp Skills, Pgs. 433-478	Indiv. Qw. 4
TH – 4/24		
TH – 4/29		Reflection Paper Group Exam 3
TH – 5/8 8:00 – 10:00 a.m.	Scheduled Final Exam	BP Qz.
MO – 5/12	“Whine” and Cheese Day Until 12:00 Noon.	