## MOR 572 Marshall School of Business

## Leadership and Self-Management University of Southern California

##### Fall 2016

 **DRAFT SYLLABUS**

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Office Hours: Wed @ 2 PM and as needed

## Course Objective:

Successfully leading an organization first requires managing yourself—your thoughts, emotions and actions, and this course is designed to give you essential skills for effective self-management in these different areas. The course will be broken down into three components of self-management: a behavioral component, an interpersonal component and an intrapersonal component. By learning how to manage your thoughts, emotions and actions at the interpersonal and intrapersonal level, you will be able to address issues of complexity, stress and uncertainty with more clarity and purpose. You will be developing skills for improving your leadership effectiveness and personal life throughout this course, with the end goal of being able to create a visionary or mission statement for managing yourself within leadership positions.

## Course Description:

*Managers Learning to Manage Themselves*

Though social and economic changes have become commonplace, educational systems have been slow to catch up with this state of affairs. Managerial education focuses heavily on the *external*. Managers are taught to manage everything *but* themselves. We have systematic domains for various aspects of managerial education, like accounting, finance, marketing, and strategy, but we lack a systematic approach to managing one’s self. This imbalance exacts a high toll both personally and professionally.

*The Costs of Imbalance*

As a society we pay the price for this absence when people escape stress through drugs, alcohol, over-eating, and the myriad of actions that gradually undermine their wellbeing and efficacy. We pay the price when technically brilliant associates lack the skill to communicate and relate effectively with their colleagues resulting in wasted opportunities. We pay the price when emotional over-reactions cloud business decisions that undermine a firm’s performance. We pay the price when leaders and managers who cannot see past their own narrow interests or are blind to negative behaviors that deflate the morale and spirit of their work group. If leaders are to keep an eye on the horizon, it is difficult to do so with one’s head barely above water.

Behavioral Aspects of Leadership

Gone are the days where a leader can stay behind closed office doors and only deal with a select few followers, managing them as he or she wills. Leaders spend more than half of their time in meetings; communicating with others, listening to their followers and directing the people around them. The first portion of this course will look at the behavioral necessities for being a leader. The lectures will look at how leaders present information to others, how leaders listen to those around them and even look at the words that leaders use that get messages across in a powerful way. This portion of the class will address the ‘walk like a leader, talk like a leader’ necessities for self-management. If a leader cannot manage how they look to the people around them, will others really follow?

*Interpersonal Aspects of Leadership*

Diversity of ideas has become a powerful tool to be used in business. Diversity can create better ideas, stronger strategies and continuous development and change within a company. It can also create headaches! Dealing with others who are different can be one of a leader’s biggest challenges. Managing across gender, ideology and culture requires being able to look at the world from different perspectives and value the differences between people. This portion of the course will look at various ways that people deal with the world, and attempt to help you understand how other people deal with issues around personality differences, conflict, trust and power. Managing your own responses to interpersonal issues can be the difference between a strong leader and a poor leader.

*Intrapersonal Aspects of Leadership*

Finally, the internal workings of the mind are a key piece of learning how to self-manage. Being able to look at the coping skills that a leader brings to work will help that leader know where to turn when he or she is feeling overwhelmed. If a leader can recognize his or her internal working models of themselves and of others, that leader can begin to change his or her behavior based upon that model. If a leader knows how to create a quiet space for themselves in a hectic world, then perhaps that leader can come back to the challenges of leading sharper, more creative and with a better emotional foundation for facing trouble.

*The Self-Management Solution*

Successful leadership requires effective self-management. Self-Management is not a “feel-good” alternative to “real” work. It is the *sine qua non* to making work effective. What is vitally needed are knowledge and skills that help leaders integrate excellence in technical knowledge and effectiveness in managing their internal milieu. The Practice of Self-Management provides

an answer.

## Readings:

The readings provide a theoretical core for developing self-management skills. They will be supplemented with handouts. The reading list is constructed to provide a useful personal library for reference after the course ends. While the course requires about two to three hours of reading per week, most weeks, the reading is crucial to helping sculpt a bigger picture for self-management. While the lecture is an important piece of this course, the self-exploration and absorption of the material outside of the course is paramount in getting the most out of this course.

Textbooks:

Toogood, *The Articulate Executive:Learn to Look, Act, and Sound Like a Leader*

ISBN # 0070653380

Luntz, *Words that Work* ISBN # 1401302599

Seligman, *Authentic Happiness* ISBN # 0743222970

Patterson, Grenny, McMillan & Switzler, *Crucial Conversations* ISBN # 0071401946

Bramson, *Coping With Difficult People: The Proven-Effective Battle Plan That Has Helped Millions Deal with the Troublemakers in Their Lives at Home and at Work* ISBN # 0440202019

Kabat-Zinn*, Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness* ISBN # 0385303122

Csikszentmihalyi, *Good Business* ISBN # 0670031968

Bennis, *On Becoming a Leader* ISBN # 0738208175

Boyatzis & McKee, *Resonant Leadership* ISBN # 1591395631

Quinn, *Deep Change: Discovering the Leader Within*  ISBN # 0787902446

(many of these are available via Amazon’s used book section)

## Grading:

Seven written assignments/Reaction Papers 20%

Midterm Paper 20%,

Class participation 15%

In class presentations 10%

Term Paper (due at time of scheduled final examination) 35%

 100%

*Writing Assignments:*

You will be asked to complete five one to two page, single-spaced assignments in this course. Three of these assignments will be mandatory, as noted on the syllabus, while three are to be completed on assignments and exercises from class that you choose. These assignments are expected to demonstrate an understanding of the material that was covered in the reading for that week, integrate material from the lecture and apply this material to an issue that is current within your working environment. Ideally, they are your reaction to this material, and display some deeper level of understanding than what has been presented. The course material is not static; you are expected to apply it in order to learn the value of the topics in the course.

*Midterm Paper:*

This will be an accounting of your life up to the present. The object is to help you solidify your self-awareness, and review your pinnacle moments, as well as your crucible moments. What do you know about yourself? What got you here? What are your strengths, and how do you use them? More will be discussed in class about this paper.

*Class Participation:*

Class participation is crucial in order to truly work with the material that is covered in the class. To display understanding of the material (in language that you as a student are comfortable with) shows that you are attending to the material and willing to engage in discussions about how you can manage yourself more effectively. Participation is weighted this heavily because I view this class as part lecture and part experiential learning/workshop format. This format requires extensive participation from students in order to be successful.

*In Class Presentation:*

Each student will be expected to present materials from a group exercise, an activity or other such in class exercise. There will also be an evaluated individual presentation. These presentations will force students who are not comfortable presenting new material in a group to practice this skill and become more adept at group interactions. Also, this will allow students who are adept at presenting to help other students who are not as fluid in front of groups.

*Term Paper:*

The final assignment, which is due the day of the final, is a paper that integrates the material from the course into a cohesive whole. More will be said about this project as the semester moves forward; at this point, it is suffice to say that it is a 12-15 page paper that applies the material from the course in a way that makes it make sense to the student.

*Intention of Course Assignments:*

The course is based on action learning, an approach that requires constant recycling between theory and practice. Students learn relevant concepts and theories, apply them to real life experiences, and then reflect on the learning. Between class sessions, students are asked to engage in the reading and attempt to apply it to what is going on in their workplaces and in their lives. They tie the course concepts directly to these experiences through writing assignments designed to deepen understanding of self-management concepts and their application to working life. The final assignment is a synthesis of what they have learned in the course to better cement an ongoing self management for successful leadership.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved

accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty

include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *Scampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any

suspicion of academic dishonesty. The Review process can be found at:

http://www.usc.edu/student-affairs/SJACS/.

**Course Schedule:**

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| **Week****of** | **Topic** | **Reading Assignments are to be Completed Before the Class on That week** | **Assignment** |
| 18/24 | Introduction | No reading for the first week of class is assigned. |  |
| 28/31 | Science of Speaking | Luntz, *Words that Work* Ch 1, 2, 5, 7, 9, 10 |  |
| 39/7 | The Art of Listening, the Science of Speaking | Toogood, *The Articulate Executive*  | Please Bring a Hand-Held Mirror to Class This Week |
| 49/14 | The Social Psychology of Being and Emotions | Seligman, *Authentic Happiness*  | Go to [www.authentichappiness.org](http://www.authentichappiness.org) and take two measures: authentic happiness inventory and the satisfaction with life measures prior to class. |

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| 59/21 | Positive Psychology, Continued |  | Mandatory Reaction Paper Due on 9/21 |
| 69/28 | Diversity in the Workplace | Patterson, et al, *Crucial Conversations* Ch 1-8 |  |
| 710/5 | How Power Shapes Relationships, and Can Warp a Leader | Sun Tsu, Art of War<http://classics.mit.edu/Tzu/artwar.html> |  |
| 810/12 | Coping With Conflict | Bramson, *Coping With Difficult People* |  |
| 910/19 | Attachment Theory | Bartholemew, *Avoidance of Intimacy: An Attachment Perspective* will be given in class | Midterm Paper Due |
| 1010/26 | Coping Mechanisms, Defensive Mechanisms | An Article by Cramer  |  |
| 1111/2 | Mindfulness and Flow | Kabat-Zinn*, Full Catastrophe Living*: Introduction, Ch 1, 2, 3, 4Csikszentmihalyi, *Good Business* Pay Close Attention to Ch 3 | Guest Lecturer this week |
| 1211/9 | Creating Vision, Nurturing Vision Around You | Bennis, *On Becoming a Leader* |  |
| 1311/16 | Moral Leadership | No Readings | Mandatory Reaction Paper due on 11/16 |
| 1411/23 | Thanksgiving Recess |  |  |
| 1511/30 | Creating Vision, Nurturing Vision Around You | Boyatzis, *Resonant Leadership*Ch 1-5Quinn, *Deep Change* |  |