## MOR 476a Bennis Scholars

## The Art of Ethical Leadership University of Southern California

##### Fall 2018

Professor Chris Bresnahan, Ph. D

Department of Management and Organization

Office: Hoffman Hall 417 (HOH 417)

E-mail: cbresnah@marshall.usc.edu

Office Hours: Tuesday @ 12 PM and as needed; please email if this does not work for you.

Classroom: JFF 239

## Course Objective:

Successful leadership first requires managing yourself—your thoughts, emotions and actions. 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:

*Leaders Manage Themselves First*

As the old adage states, ‘you cant care for others if you are not taking care of yourself’. Technology, governmental institutions, and societal norms have transformed dramatically in the past several decades. Though social and economic changes have become commonplace, educational systems have been slow to catch up with this state of affairs. Leadership education focuses heavily on the *external*. Leaders are taught to manage everything *but* themselves. We have systematic domains for various aspects of leadership education, such as running meetings, creating a strategy, empowering others, structuring human activities, and technology to help connect others, 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 leaders lack the skill to communicate and relate effectively with their peers, resulting in wasted opportunities. We pay the price when emotional over-reactions cloud important decisions that undermine goal achievement. We pay the price when leaders cannot see past their own narrow interests, or are blind to negative behaviors that deflate the morale and spirit of their followers. 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 class 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 an endeavor 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-Discovery 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:

Currey, *Daily Rituals* ISBN # 0307273607

Grant, *Originals: How Non-Conformists Change the World* ISBN # 014312885X

## Grading:

Two written assignments/Reaction Papers 20%

Class participation 15%

In class presentations 25%

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

 100%

This course is a credit/no credit format. Any student dropping below an 80%, or who misses significant portions of live class, will be in danger of not earning credit for the course.

*Writing Assignments:*

You will be asked to complete two one to two page, single-spaced assignments in this course. One is to be completed on the leadership exercise you discuss. The second is to cover a specific leadership activity you practiced. You will discuss what you practiced, when you practiced this, and how it worked out for you. These assignments are expected to also demonstrate an understanding of the material that was covered in the course, integrate material from lecture, and apply this material to display an understanding of leadership in a different light. Ideally, they are your reaction to something happening in life, and display some deeper level of understanding of yourself or a specific situation. The course material is not static; you are expected to apply it in order to learn the value of the topics in the course.

*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.

*Individual Presentation:*

Each student will be expected to present materials from two past leadership experiences; one where the student was successful as a leader, and one where you were not as successful as you wished you could have been. 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. This will occur during the breakout sessions of the course. The goal of these breakout sessions is to have the student think about past leadership experiences, and gain from the insights of the group conversation. Each presenter will ask a question as the session begins, and then lead a conversation about past leadership experiences.

*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 5-8 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 leadership experiences 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 leadership life. The final assignment is a synthesis of what they have learned in the course to better cement an ongoing plan for successful leadership.

# MARSHALL GUIDELINES

# **Retention of Graded Coursework**

Coursework will be returned or available for pickup by students (in the case of Final Projects) upon request. Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and will therefore not be available should a grade appeal be pursued following receipt of his/her grade. It is students’ responsibility to file and retain returned coursework.

# **Technology** P**olicy**

Laptop, smartphone, and Internet usage is not permitted during class, as it would serve as a distraction. Use of personal communication devices, such as cell phones, is considered unprofessional and is also not permitted during class. ANY e-devices (cell phones, PDAs, I- Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time.

# **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 (or to TA) 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/> Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

# **Emergency Preparedness/Course Continuity**

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

# **Incomplete Grades**

In incomplete (IN) grade may be assigned due to an “emergency” that occurs after the 12th week of classes. An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student, and negotiated with the instructor. Class work to

complete the course should be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

**Detailed Session Information**

**Class #1:**

**Friday Sept 7: Introduction to the Course, Courage**

Assigned readings:

* Course syllabus
* Grant, *Originals:* *How Non-Conformists Change the World* (Ch 1-3)

**Breakout Session #1:**

#  **Friday Sept 14: First session for small group leadership conversation**

# **Class #2:**

**Friday Sept 28: Authentic Leadership as an active practice**

Assigned readings:

* The student will fill out an assessment posted on-line. Please bring the results with you to class.

# Review Bennis, *On Becoming a Leader* (ch. 1-5)

# **Breakout Session #2:**

**Friday, Oct 5: Second session for small leadership group conversation**

**Class #3:**

**Friday, October 12: Leadership and Self-Awareness**

Assigned readings:

* Grant, *Originals:* *How Non-Conformists Change the World* (Ch. 4-6)

 **Breakout Session #3:**

**Friday, November 2: Third session for small leadership group conversation**

# **Class #4:**

**Friday, Nov 9: Leadership as a practice**

Assigned readings:

* Currey, *Daily Rituals* (Select two rituals you would use in your own life)
* Grant, *Originals:* *How Non-Conformists Change the World* (Ch. 6-10)

# **Breakout Session #4:**

**Friday, Nov 30: Final session for small leadership group conversation**

Individual Assignment/Reaction Paper Assignment #1:

 This one to two page, single-spaced assignment will focus on your vision for leading, your approach and your short term goals. You will outline your approach towards developing relationships, and discuss how your personal goal will align with these types of efforts. Several starter questions:

-What are your goals?

-What are your goals for leading others?

-How are you going to practice working through others?

-What are your strengths around setting an agenda? What are you going to practice here?

Remember, as a leader, you are going to approach individuals with the same agenda and ideology. These are going to adapt to the collective goals of the team. How are you going to weave your planned expectations into their own goals and agendas?

Individual Assignment/Reaction Paper #2:

This one to two page, single-spaced assignment will focus on a specific plan you will enact when thinking about a current leadership experience. You are to look into some event where you are providing leadership, and think about the vision for your action, how you intend to align people with your vision, and execute your vision through others.

-What is your desired end goal for your plan?

-What is the vision you will communicate to others around this goal?

-Who are the people you need to align with your goal?

-How are you going to measure success when thinking about this goal?