

## LEADERSHIP AND MANAGEMENT SKILLS MGT 471

### CLASS MEETS:

Tuesday & Thursday 5:30 - 6:45 p.m.

### REQUIRED TEXT:

Harvard Business Case Packet available for purchase at:

<https://cb.hbsp.harvard.edu/cbmp/access/45263202>

### COURSE LEARNING OBJECTIVES:

This course focuses on the skills of effective leaders and managers.

1. Because mastery of essential interpersonal skills is the foundation for effective leadership, the first part of the course will focus largely on important interpersonal skills. You will learn to provide employees with feedback, communication, conflict management, power and politicking.
2. During the second half of the course we will focus on broader leadership skills. These skills are overlapping and mastering both interpersonal and leadership skills will contribute to your career and life success.

Our focus in this class will be applied. The bulk of class time will be devoted to role plays and group exercises. The foundation for learning in this class comes from your reflection and analysis of your behavior in these role plays and exercises. The more energy you devote toward participation, reflection, and analysis, the greater your learning will be. In short, what you get out of this class is largely up to you!

### General Expectations

The success of this class depends in large part on your active involvement in the learning process. Thus, I have a set of expectations which, if followed, should result in this class being a fulfilling learning experience for you. I refer to these expectations as the “4 Ps”:

1. **Preparation.** I expect that you will complete the assigned readings *before each class* so that you will be prepared to participate in class discussions and better comprehend the course material. In particular, when we do a case study, I expect you to read and analyze the case prior to our discussion. In turn, you can expect me to carefully prepare for each class both in terms of delivering lectures and facilitating activities meant to enhance your learning.

2. **Presence and Punctuality.** If you miss class, you will hinder your ability to learn the course material and the class will not benefit from your insights in class discussions. Thus, while I do not formally take attendance each day, you will find that by missing class, your grade will suffer (see more below). If you do end up having to miss class for a legitimate reason (e.g. illness, school excused activity, death of a loved one, mandatory religious observance), please *contact me before class*. In addition, my expectation is that you will be on time to class each day. I view entering the classroom late the same as showing up late for a scheduled meeting – disruptive and inconsiderate. In turn, you can expect me to end class right on time and keep you continually updated on news items related to the course.
  
3. **Principle.** Men and women of integrity are sorely needed in the world of business as well as in our universities. Cheating in any form hinders your ability to master the course material because you become dependent on someone else’s work rather than your own. It also diminishes and reflects a lack of self-esteem. Although more information on the ethics guidelines for this course is given below, suffice it to say here that I expect each student to uphold and defend the highest ethical standards in this class and in all related activities. In turn, you can expect me to treat you with fairness and the utmost respect.
  
4. **Participation.** Your participation in class discussions and group projects is essential to your learning and to the success of the class as a whole. It is my sincere belief that each of you has unique insights and skills to share in the class discussions and group projects that will enhance your learning and that of your peers. While more specifics about class and group participation are given below, let me mention one expectation related to class participation right now: *sending text messages, using social media, surfing the web, shopping online, or any other similar activity with laptops, tablets, phones, or other electronic devices during class is strictly prohibited*. In addition, doing work for other courses is also prohibited during class. In turn, you can expect me to strive to promote an environment that is both energizing and conducive to learning.

#### **COURSE ACTIVITIES AND GRADING GUIDELINES**

Your course grade will be based on a combination of individual and group efforts. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the notion that leadership is not simply an individual act but rather a social process that transcends any single individual. The weight associated with each requirement is given below.

<b>Individual Work:</b>	<b>Possible Points</b>
Participation and Engagement	50 points
Leadership Development Activities (3)	150 points
Pop Quizzes (5)	50 points
Exam 1	200 points
Exam 2	200 points
<b>Group Work:</b>	
Rob Parson case analysis	150 Points
St. Martin de Porres High School case analysis	150 Points
St. Martin de Porres High School case presentation	50 Points
 <b>Total Possible Points:</b>	 <b>1000 points</b>

### ***Class Participation and Engagement***

Your attendance and participation in class discussions are essential to your learning and to the success of the class as a whole. Accordingly, 5% of your grade will be based on your contribution to class discussions and activities. Your class participation and engagement grade will be based on the following criteria: (a) the quality and frequency of contributions in class discussion, (b) your ability to advance or sharpen in-class discussion and debate, and (c) your professionalism, including living up to the “4 Ps” and respecting class members and their contributions. In addition, you will be asked to complete various self-assessments throughout the semester which will be discussed during class. There will also be a weekly survey to self-report your participation, preparation, and provide the instructor with feedback.

### ***Leadership Development Activities (LDAs)***

LDAs are designed to help you gain personal insight into your leadership ability and develop vital leadership skills through practical experiences. Three assignments, collectively worth 15% of your grade, are geared toward these objectives.

For LDA #1, you will be asked to complete a “failing assignment” in conjunction with our discussions on learning to be a leader, and specifically, the lessons that can be learned from failure. For this assignment, you will choose to engage in some kind of activity where the probability of success is minimal. Generally, this may mean trying something new and unrelated to anything you have ever done before. You will then write a brief report on the challenges and failure that you experienced during the activity and what you learned as a result. This assignment is worth 50 points, and additional details will be provided in a handout.

For LDA #2, you will persuade at least four people to engage in some kind of activity that they would otherwise not do if it were not for your leadership. This assignment will be done as a follow-up to our discussion on developing persuasion skills. The people you are persuading cannot know that the activity is for a class until the activity is over. You will write a brief report on the activity you engaged in and what type of persuasion skills you used to carry out the activity. This assignment is worth 50 points, and additional details will be provided in a handout.

For LDA #3, you will write a brief reflection paper on two key principles from the course that have been most impactful for you personally. You will need to describe why these principles have been impactful and how you will apply them in your future leadership activities. This assignment is worth 50 points, and additional details will be provided in a handout.

### ***Group Projects***

You will work on three different group assignments during the semester. Collectively, these assignments will be worth 35% of your grade. The first group assignment will be a case analysis where you will manage the performance of an employee, Rob Parson, the protagonist in a Harvard Business School case. Details about the analysis will be given in a handout.

The second group project entails another case study in which you will put yourselves in the role of a new leadership team taking over a fledgling organization—St. Martin de Porres High School. Based on the concepts discussed in class, you will develop a plan of action for turning the organization around and write up this plan of action in a case analysis.

The third project will be done concurrently with the second group project. Specifically, you will present your plan of action to a group of masters-level students who will act as stakeholders of

the organization and judge the effectiveness of your plan. You will be graded by these students primarily on your presentation skills and on your ability to effectively respond to questions and negative feedback.

Group projects must be turned in at the beginning of the class designated in the syllabus. Late papers will receive a severe grade deduction. Together, the three group projects count toward 35% of your final grade. Additional details for each group assignment will be given in a handout.

### ***Exams and Pop Quizzes***

There will be a mid-term and a final exam. The exam will consist of mostly essay/short answer questions with a few multiple choice questions. Questions will come from the lecture notes, assigned articles, and class activities. The exams accounts for 40% of your total grade. I strongly encourage you to begin studying for each exam well in advance of the exam date.

To help prepare you for the exams and check up on your progress with class readings, there will be seven different “pop” quizzes given during the semester. Of the seven quizzes, **two** will be dropped (your two lowest). Each quiz will be worth 10 points; thus, they will collectively count toward 5% of your total grade. Each quiz will consist of 4-5 questions related to the assigned reading for the day and/or concepts discussed in previous lectures. Please note that because these are “pop” quizzes, they will be unannounced prior to class. Thus, it is important to attend class and consistently stay on top of course readings. The quizzes cannot be made up unless you have an excused absence (see the section on my attendance policy).

### ***Late Work and Miscellaneous***

All papers and cases are expected to be due by class on the assigned due date. Anything that is turned in later will be considered late. There will be a 10% grade reduction for each day an assignment is late. Additionally, I do not provide “make-up” exams. If you have a scheduling concern because of a university excused absence please talk to me prior to the exam. If you have a dispute about your grade on a given assignment you have one week from the time you received the grade to address the concern with me, after that period the grade cannot be disputed.

### ***Final Grade Evaluations***

Your final grade will be based on the total number of points you receive throughout the semester as follows:

<b>Points</b>	<b>Grade</b>
930-1000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
600-669	D
<600	F

## ADDITIONAL COURSE POLICIES:

1. **Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me in front of others to discuss your accommodation needs.

2. **Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

3. **Copyright** – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

4. **Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 4, 2015**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not have reasonably been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.
5. **Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:  
  
<https://www.unlv.edu/provost/teachingandlearning>  
  
<https://www.unlv.edu/provost/transparency>
6. **Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.
7. **Library**—Students may consult with a librarian on research needs. For this class, the subject librarian is [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.
8. **Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.
9. **UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>
10. **Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu).
11. **Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

TENTATIVE DAILY SCHEDULE – I reserve the right to make changes as necessary (blessed are the flexible, for they will not be bent out of shape)

DATE	TOPIC	READING	ASSIGNMENT
Tues. Jan. 19	Course Introduction	Syllabus	
Thurs. Jan. 21	Understanding Theory	“Why Hard-Nosed Executives Should Care About Management Theory”	
Tues. Jan. 26	Play to Your Strengths	“Now Discover Your Strengths” “Outliers”	
Thurs. Jan. 28	Are Leaders Born or Made?	“Connect, Then Lead”	
Tues. Feb. 2	Self-Awareness and Self-Discovery	“Discovering Your Authentic Leadership”	Self-Assessment #1
Thurs. Feb. 4	Why Leadership Matters	“Management is (Still) Not Leadership”	
Tues. Feb. 9	The Challenges of Becoming a Leader	“Becoming the Boss”	
Thurs. Feb. 11	Learning from Failure	“Managing Yourself: The Paradox of Excellence”	LDA# 1: Failing Assignment Self-Assessment #2
Tues. Feb. 16	Persuasion	“Harnessing the Science of Persuasion”	
Thurs. Feb. 18	Decision Making Biases	“Hidden Traps in Decision Making”	
Tues. Feb. 22	Communication	“Analyzing Effective Leaders: Why Extraverts are Not Always...”	Self-Assessment #3
Thurs. Feb. 24	Emotional Intelligence	“Primal Leadership: The Hidden Driver of Great Performance”	
Tues. March 1	Learning from Experience	“Moments of Truth: Global Executive Talk About the Challenges...”	LDA#2: Practicing Persuasion

Thurs. March 3	Optional Catch Up/Review		
Tues. March 8	<b>Exam 1</b>		
Thurs. March 10	Motivating Employees	“How to Keep A Players Productive” “Let’s Hear It for B Players”	
Tues. March 15	Motivating Employees	“A New Game Plan for C Players”	
Thurs. March 17	Ethics	“Ethical Breakdowns” Listen: <a href="http://www.npr.org/2012/05/01/151764534/psychology-of-fraud-why-goodpeople-do-bad-things">http://www.npr.org/2012/05/01/151764534/psychology-of-fraud-why-goodpeople-do-bad-things</a>	
Tues. March 22 (spring break)	<b>No Class</b>		
Thurs. March 24 (spring break)	<b>No Class</b>		
Tues. March 29	Effective Decision Making	“What You Don’t Know About Making Decisions”	Self-Assessment #4
Thurs. March 31	Change Leadership	“Leading Change: Why Transformational Efforts Fail”	
Tues. April 5	Performance Management		Group Assignment #1: Rob Parson Case Analysis
Thurs. April 7	Empowering Leadership	“Who’s in Charge Here?”	
Tues. April 12	Negotiation	In class case	
Thurs. April 14	Give and Take	“The Peacock and the Panda”	
Tues. April 19	Strategic Leadership	“To Lead, Create a Shared Vision”	Self-Assessment #5
Thurs. April 21	Strategic Leadership	“Leading by Leveraging Culture”	

Tues. April 26	Class Presentations		Group Assignment #2: St. Martin de Porres High School Case Analysis Group Assignment #3: St. Martin de Porres High School Case Presentation
Thurs. April 28	Class Presentations		
Tues. May 3	Empowering Leadership	“Retention Through Redemption”	
Thurs. May 5	Leading Your Life	“How Will You Measure Your Life?”	LDA#3 Reflection Paper
<b>Thurs. May 12 6:00-8:00 pm</b>	<b>Final Exam</b>		