**Harvard Extension**

Fall 2016 – via web conferencing
*(as of 9/2/2016)*

**MGMT E-4178 Section 1: Leadership for the New and Front Line Manager**

Thursdays: 7:40-9:40 pm, EST

Room: Online, Via Synchronous Web Conference

Instructor: Ashley Lesko, PhD, ashleylesko@fas.harvard.edu

Appointments: By arrangement, please email

# Course Materials

For the course you will need to purchase a textbook and an online pack of articles & cases. These are required readings:

1. **Textbook –** Northouse, P. G, Introduction to Leadership (ITL) – Sage Publications – 2015. You can purchase any edition between the 1st and 3rd edition. Note that the 1st edition is missing Chapter 3 and 10 and the 2nd edition is missing Chapter 3. You would need to make sure to read the other material and/ or review outside material to cover the topics in these chapters.
2. **Book –** HBR’s 10 Must Reads On Leadership (OL). – Harvard Business Review – 2011. The reading numbers refer to the corresponding chapter (if you don’t have chapter numbers written in your book)
3. **Book –** StrengthsFinder 2.0 (SF). – Tom Rath - Gallup Press. 2007. If you have completed the SF already, you do not have to take it again. You will need to be able to talk to your assessment as well as the other strengths that it can be compared.
4. **Course pack -** Articles to be purchased and delivered online from HBS Press. You can choose to obtain any HBR articles through a free trial at hbr.org.
	1. All cases & articles - <http://cb.hbsp.harvard.edu/cbmp/access/50685657>

# Course Description

(4 credits) This course deals with leadership with a focus on new and front line managers. Leadership takes many forms, and the challenges that the inexperienced new manager and highly tasked front line manager faces can be considered significant to the individuals at times in the organizations. A mixture of conceptual frameworks, guest speakers, case discussions, and skill-oriented activities will be used and applied to each topic.

 Topics include communications, motivation, perception, personality, difficult employees, career engagement, change management, traits & characteristics, and talent management. Class sessions and assignments are intended to help participants acquire the skills that new and front line managers need to improve leadership skills, team relationships and performance.

# Course Objectives

This course is designed to develop and extend your knowledge of leadership, focusing on the areas useful to newer (less than five years) and front line (directly-facing employees) managers. It will focus on leadership through leadership of a team, leadership of oneself and leadership in an organization; and to encourage you to reflect on and apply this knowledge in ways that will enhance your abilities as a manager and leader. Specific learning objectives include:

* Describe current research in new and front line leadership and identify how to apply it in workplace settings
* Understand how application of leadership frameworks, tools, and concepts can enhance team, individual, and organizational effectiveness
* Have the ability to reflect on your beliefs, assumptions and behaviors with respect to leading team, individual and organizations in order to expand your approach and increase your leadership capabilities and your overall organizational effectiveness.

# Course Procedures

The course meets online using Adobe Connect (accessible through the class Canvas website) throughout the semester. This meeting will consist of a combination of discussion of the week’s assigned readings, case studies, student presentations, speaker presentations, exercises and simulations. Students will be expected to us the course website Canvas <https://canvas.harvard.edu/courses/18268> throughout the week for updates, emails, grades, discussions and assignments.

## Accessibility

The Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit [www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility](http://www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility) for more information.

## Emails, Office Hours & Feedback on Assignments

I endeavor to answer emails within 1 day. If you have not heard from me within that time, please resend the email. Grades and comments will be posted online in the comments section of the drop box. I will be happy to give feedback and discuss assignments after all grading is complete for a certain assignment. Office hours are scheduled by email request.

I may answer questions of assignment clarification in class and via emails to benefit the entire class. I may also give extra credit during the course that, while generally designed to support learning in the course, will also help your participation grade. These are pass/fail and do not include comments.

# Online Course – Important information

I will be providing important updates and instructions for the online version of this course by email and on our course site (<https://canvas.harvard.edu/courses/18268> )

* Please read emails as soon as you receive them, and refer to the course site for important information.
* The course is synchronous – also called a ‘live’ course. You are expected to login and join the course during scheduled times. I plan to record sessions, but viewing these recordings does not count toward your participation grade. Failure to attend classes and participate may result in a lower participation grade- see Course Assessment & Grading below.
* You should also be receiving information directly from Harvard Extension on how to access and login to Adobe Connect, and how to test your computer and connection in advance of the first class. Please review this info and follow the directions.
* For the best online in-class experience for you and all students in the class, please purchase and use a headset with microphone. These are fairly inexpensive and can be bought online or in an office supplies store. Phone ear buds and those types have been found not as reliable in the past.
* I will ask for several volunteers at each session to turn your webcams on for increased student interaction. Please let me or the TA know if you have a concern with this ahead of time.

# Course Assessment & Grading

The expectation is that you will read assigned materials prior to class. The class discussion will be based on the reading - your reflections on what you have learned as well as how you might apply it to your experiences. Assignments and papers are intended to encourage your exploration, reflection and synthesis of the assigned topics and course discussions.

Assignments are indicated in this syllabus and are due at the beginning of the class indicated.

 **No assignments will be accepted after the day the assignment is due.**

Grades for the course will be calculated as follows:

1. (20%) Attendance, Preparation & Participation
2. (20%) Personal Reflection
3. (10%) Thought Leader Project
4. (15%) Leadership Simulations
5. (15%) Midterm Paper
6. (20%) Final Paper

## Attendance, Preparation & Participation (20%)

All students are expected to participate actively in discussions, class exercises, activities, simulation and group work. Regular attendance, preparation and participation in class discussions (online and in discussion forums) is required. Weekly attendance results in more opportunities to engage in quality participation and earn a higher participation grade.

Class participation and discussion indicate that you have read the assigned readings. Your grade will not be based on the number of posts you submit or comments you make in the class, but rather the overall contribution to the discussion. Students are encouraged to exchange contact information and provide support to one another if a class is missed. Please contact me if you are concerned about your attendance or need additional information on any assignment. If you are unable to attend 3 or more classes, then you may be asked to complete additional assignments in order to complete the course.

## Personal Reflection (20%)

The ability to reflect upon your experiences, to build upon them and learn from them are key components in both professional and organizational development. You will be asked to turn in two assignments to connect your own work and leadership experiences with that of what you have learned from this class.

* Reflection #1 - Best Self Exercise – This exercise is designed to reveal your unique competencies and skills, that is, the special capabilities you bring to your work and others. You will seek input from other people who know you in order to more deeply understand your personal, interpersonal, and managerial strengths. Your paper should be at least 2 pages in length, but may need to be longer for you to fully and accurately reflect what you have learned from the exercise.
* Reflection #2 – Presenters Reflections– You will hear from several speakers throughout the course discussing a range of topics. They will discuss their experiences first-hand and encourage discussion and reflection in your areas of work. Your paper should be at least 2 pages in length and should connect your learning, reflection or experiences to the speaker(s) that you associated with the most. It should have a clear topic and you should support your observations by drawing on selected readings, discussions and course frameworks.

## Thought Leader Project (10%)

A key component of this course is leadership in various aspects, with different challenges formats and unknown obstacles. As a thought leader for a week, you (potentially with 1 to 2 other students) will be the leader of the class. The students are your “employees”. You will have the ability to influence their level of success in terms of accepting, learning and retaining the material).

**You will have the ability to select your top 3 topics during Week 1 in an online survey and we will do our best to give as many top choices as possible.**

Additional Information:

* Thought Leader (TL) – The TL(s) will act as a leader for the entire week designated.
	+ This includes creating and leading discussions on the discussion board(s), engaging students in further questions and adding materials, such as additional reading topics for students to review.
	+ Thought Leader Weeks are available for Week 2-12 and 14-15. In Week 1, I will post a survey that will be due by SUNDAY (immediately following the Week 1 session).
		1. You will have the opportunity to rank your top 3 choices for thought leader. I will do my best to honor as many of your top choices as possible.
	+ Partner Thought Leaders. Depending on the number of students in the class, you may find other students with the same week.
		1. You will each have 15 minutes, however, how you lead, what you present, and how you present is up to you. It may be beneficial to work with the other students, it may not – you will need to think through what is being taught that week, and the best method that you will take care of your “employee” /students by ensuring they are educated in your topics.
		2. At a minimum, you may need to decide which topics to cover to ensure you are not overlapping and teaching the same material (unless that is intentional, and is clear to all)
	+ Grading & Suggestions:
		1. Goal: the goal of being the Weekly TL is engaging students in further questions and adding materials, such as additional reading topics for students to review.
		2. Grading will be completed based on the performance of the individual. It is expected that the student will lead in the 3 categories (see below). To what extent and how in depth will determine a grade.
		3. Ensure that you work with me and the Course assistant as necessary to make sure your material works well with the course instruction for the week. For example, make sure you do not wait until the last minute to submit material; ensure your slides will work with course content and, your discussion complements any weekly work, etc.
	+ Categories
		1. Before class
			- Written - Introduce new articles to class that builds upon material from class reading, notes to expand knowledge of topic & subject areas
			- Discussion – Create a discussion thread that further directs topics in subject areas and encourages students to express their thoughts, knowledge, and opinions during the week of the topic discussion.
		2. In class
			- Chat – Assist professor, course assistant in leading chat room. Specifically, during class discussion (such as during case study or open questions) – build upon other student’s thoughts and feedback. As appropriate, challenge their questions and broaden their ideas with different perspective.
			- TL Presentation – 15 minutes. Potential topics (but by no means the only ones recommended):
				* An activity that teaches concepts of the week
				* A presentation that interacts with students, potentially with a video that supports a concept
				* A class discussion on a topic based on current events
				* Note – to lead the class time discussion, your topics/video/etc. must be pre-approved by the professor or course assistant by Tuesday of the Thought Leader’s week.
			- Don’t forget who your ‘employees’ are and your purpose in being their leader for this session
		3. After class
			- Summary - At the end of the week, the student will do a 1-2-page summary of their TL presentation/discussion thread. This Summary will be turned in as an assignment by end of day SUNDAY to the Thought Leader Drop Box. The instructor will post for other students to review in Canvas.

## Leadership Simulation (15%)

Talking about leadership is one thing. Knowing what you’ll do in a situation, and being ready when that situation arises, takes practice. You will have 3 leadership simulations (LS) throughout the course. The purpose of the LS is to help you practice being in difficult situations, and help you recognize what to do and how others may react.

The LS will also give you a chance to practice how YOU will react. You will learn more about your leadership qualities, your styles, etc. as you move through the course, and knowing more about yourself and the person you interact with can help you bring the situation to an advantageous solution.

Additional Information:

* Requirements – You will go through each simulation (posted on Canvas in the respective weeks) as the leader (person “A”) 2 times, and as the employee (person “B”) 1 time.
	+ **Student simulation**. Pick one other student from the class and go through the LS with them.
		- As person A – make sure you are using concepts from the week, as well as what you’ve learned to apply your leadership skills
		- As person B – your job is to fully act in the role of the employee – to enable person A the understanding of their role. Don’t go easy on them, but help them see good/bad ways to act in the situation.
		- Allow time for both students to go through the simulation as person A.
		- You must have a different partner for each of the 3 simulations
	+ Outside simulation. Pick a person that you believe can give you valid feedback in the role of the employee. This could be a manager, a peer, or perhaps an employee that could help you gain valuable real-time perspective.
		- Explain the simulation to them, and give them the role of person B. It may help to ask if they have any questions before starting the simulation
		- You will go through the simulation as person A.
		- Get feedback from person B. You can use the questions below and add others where appropriate.
* Assignment
	+ Write a 1-3-page summary on your perspective, relative to the topics of the reading of the current week as well as previous topics.
	+ The graded part of this assignment is based on your reflection and learning of the exercise. Some will be easier than others. What will you do with what you’ve learned in this situation? Apply it and talk about those experiences.
	+ Suggested questions for thought (not limited to):
		- What did you learn? Learn about yourself?
		- How did you handle each situation? Did you handle them differently? Why?
		- What was challenging about each situation? What was easy to accomplish?
		- Would you do it differently if you didn’t know what person B was “thinking”?
		- What concepts from the class could you use or did you use? Why did you choose to do those? Did your partner use a different one, and if so, would you be able to use that? Why or why not?
		- How did you make your decision on your course of action? Was it based on evidence or intuition?
		- Did person B challenge you? How? How did you handle it?
		- What was the feedback from person B? Did they feel you handled the situation appropriately? Were their concerns resolved? What would they have liked to see done differently?
		- How will this simulation help you in the future?

## Midterm Paper: Leadership Profile (15%)

**Due Week 8** - One of the best ways to study leadership is through case studies of individuals. You will be asked to complete a short essay of 4+ pages in length (not including references, title page, or appendix) that **explores and analyzes a leader** based on concepts you have learned thus far in the course (Week 1-7).

Additional Information:

* Choose one leader - write a review and analysis of the individual’s accomplishments, leadership style and philosophy, leadership impact, situational factors, and career influences. This is not a book report or a repeat of their resume, but a critical evaluation and synthesis of their accomplishments and struggles.
* You may choose a leader from history, or present day. You may gather this information from published works or from first-person interviews. In the paper, you must indicate how you gathered this information with references in the paper and in the Reference section (using APA or a similar approach).
* You can choose a model leader or someone you believe that failed in their leadership attempt. If you choose the latter, comment on why, in your opinion, the person “failed.”
* Good case studies tell a story as well as analyzing and documenting. Think about how the individual probably experienced his/her own leadership as well as how those around the individual portrayed him/her. Was there drama in this story? Why did you find this person compelling enough to study? What did you learn about leadership from this profile? Does this person’s story reflect some of the leadership concepts discussed in this course or in your reading?
* Your paper should have a clear topic and a persuasive argument that clarifies the importance of the topic and supports your point of view by drawing on multiple readings and course frameworks.
* Your topic must be approved via email by the instructor at least 1-month prior the due date.

## Final Paper: Leadership Playbook (20%)

**Due Week 15**. It is important to establish and articulate your own philosophy about how you operate as a leader, regardless of the particular circumstances of your position. A Leadership Playbook (LP) should become a reference to come back to when dealing with future leadership challenges. The LP should be a culmination of your learning throughout the course, specifically applied to you – looking at your people, yourself, and the vision you have for your organization.

You will be asked to complete a short essay of 5+ pages in length (not including references, title page, or appendix). **Below shows an outline that can be used for your paper**. However, a LP should be tailored to you and your leadership preferences – feel free to modify as needed.

The resulting grade will be based on how you applied the concepts in the course, your understanding of your leadership style with respect to your people, yourself, and your vision, and how you will use the information in the future.

Additional Information:

* Potential Topics in Leadership Playbook
	+ Introduction: Who I am – information on who you are as leader, right now. Potentially a story to support the ‘theory’ of your vision of your leadership (feel free to infuse stories throughout to support your main points)
	+ Leadership of a Team:
		- How do I like leading others? What did others say when I led them? What should I work on? How will I do that?
		- What do you think about leadership? What has influenced your thoughts?
		- What decisions do you make individually and what do you make collectively?
		- How do you respond when your leadership beliefs/ practices are challenged?
		- Potential use of StrengthsFinder results
	+ Leadership of Oneself:
		- What is leadership? Who am I as an individual?
		- What key leadership experiences have informed your thinking?
		- Under what circumstances are you willing to take risks?
		- What personal principles are you not willing to violate?
		- Potential use of a leadership development plan
	+ Leadership as a Vision
		- Where do I want to go? Where do I want my organization to go? How will I get there?
		- When do you share your vision as a leader? How do you do it?
	+ Conclusion: What’s next for me
		- What I’m going to do with this LP and how I’m going to use the materials I learned

## Note on All Papers and Written Work:

All written assignments should be double-spaced, 1” margins and in Times New Roman, 12-point font. They should be submitted electronically to the course Canvas site, in the assignment drop box for the week it is due.

Requirements for assignments:

* Should be in 12-point font
* Should have a cover page and bibliography/references page – not included in the overall page count
* Are due prior to the beginning of the class indicated on the course syllabus. Due dates/times are noted in the corresponding week drop box on the course site.
* Should be well organized, follow an essay format and be grammatically correct.
* In- essay: Brief citations, noting the author’s name and page number in parentheses in the text, **for example – using the APA format: (**Robbins & Judge, p58), are acceptable and expected.
* Full citations should be provided in the references section. For these, you can use your preferred citation format, although APA format is recommended.
* If assignment is late, it will receive an automatic reduction in grade of one letter, for example from an A to a B only for the day after the assignment is due. After that, **no late work will be accepted,** and the student will receive a 0 for the assignment. Submission of late papers must be approved in advance. **Late finals will not be accepted**.

**Expectations of Professionalism Ethics**

* You are responsible for understanding Harvard Extension School policies on academic integrity ([www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity](http://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity)) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses.
* There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism ([www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism](http://www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism)), where you'll find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

**Extension School Official Policy on Grading**

Grades are considered final when they are submitted to the Registrar's Office at the end of the semester. Students may ask their instructors for explanations of their grades if they believe errors were made. However, a student may not submit extra work, resubmit work to improve a final grade, or have their work evaluated by a third party.

Requests for grade changes are initiated by the instructor. Letter grades can be changed only if there is clear evidence of a computational or clerical error that is documented in writing by the instructor. Though students are entitled to an explanation of their grades, they should be careful not to harass instructors. Repeatedly calling an instructor about a grade or a few points on an exam or telling an instructor that a certain grade is needed could be considered harassment.

# How to Succeed in This Course

I encourage you to consider the following:

* This course will be most beneficial to you if you can tie it directly to your day-to-day life in your place of work. Watch for opportunities throughout the week to apply and/or challenge what you’re learning here.
* Realize that the assignments will likely sound deceptively simple. Plan more time than you think they will require to complete them.
* Students looking to improve their writing are strongly encouraged to take advantage of the services at the Harvard College Writing Center. Support from the Writing Center is approved by me for all written work in this class, including the midterm and final. <http://www.extension.harvard.edu/resources/writing-center>.

# Suggested Supplemental Reading – Course/Leader’s Bookshelf

Oliver, D., (1992). **Lead On! A Practical Approach to Leadership.** Presidio Press.

* Suggested to me by one of the guest speakers, this has great suggestions, stories, etc from a Rear Admiral who has led a number of people in various environments.

Hammond, J. (2002). **Learning by the Case Method**. Harvard Business School.

* You can find it here: [http://isites.harvard.edu/.../icb.../CaseMethod.pdf](http://l.facebook.com/l.php?u=http%3A%2F%2Fisites.harvard.edu%2Ffs%2Fdocs%2Ficb.topic1236622.files%2FCaseMethod.pdf&h=hAQE0r1SF) - great for prepping for case studies to get the most out of the case reviews we’ll have throughout the course.

Giuliani, R. W. (2002). **Leadership.** Talk Miramax Books.

* Truly defining in a “chaotic” environment (see Cynefin Model for more information) – the events of 9/11 gave Mayor Rudolph Giuliani situations he never thought possible.

(This is a growing list, and will continue throughout the semester. If you have a recommended book, please email me with the book title and why you recommend it)

# Tentative Course Schedule

\*\* Please note: Syllabus may be modified prior to and during class, including updates to assignments and additional material \*\*

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| --- | --- | --- | --- | --- | --- |
| Class # | Date | Topic | ITL | OL | Other - req'd reading (Cases underlined) & ***assignments due\**** |
| 1 | 1-Sep | Introduction & What's an NFL-M?  | None | 5 | **Assignment Due: (Sunday) Survey Completion; Discussion Board** |
| 2 | 8-Sep | Becoming a Leader | C1 | C10 | "When a New Manager Stumbles" |
| 3 | 15-Sep | Engaging People's Strengths | C3 |   | "Cirque du Soleil" |
|   |   |   |   |   | **Assignment Due: Leadership Simulation 1** |
| 4 | 22-Sep | Establishing a constructive climate | C8 |   | **Assignment Due: Approval of Mid-term topic** |
| 5 | 29-Sep | Talent Engagement & Career Development |   |   | "Growing Managers"  |
|   |   |   |   |   | Begin Reflected Best Self |
| 6 | 6-Oct | Handling conflict | C10 |   | "Karen Leary" **Assignment Due: Leadership Simulation 2** |
| 7 | 13-Oct | Listening to Out-group members <End, Leadership as a Team> | C9 |   | None |

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| --- | --- | --- | --- | --- | --- |
| Class # | Date | Topic | ITL | OL | Other - req'd reading (Cases underlined) & assignments due\* |
| 8 | 20-Oct | Overcoming Obstacles | C12 | C6 | **Assignment Due: Midterm- Leadership Profile** |
| 9 | 27-Oct | Developing Leadership Skills;  | C6 | C8 | "Jaime Turner" |
|   |   |   |   |   | **Assignment Due: StrengthsFinder**  |
| 10 | 3-Nov | Understanding Leadership Philosophy & Style | C4 | C7 | **Assignment Due: Reflection #1 - Reflected Best Self (RBS)** |
| 11 | 10-Nov | Getting it done: Tasks and relationships | C5 | C2 | **Assignment Due: Leadership Simulation 3; Approval of Final topic** |
| 12 | 17-Nov | Leadership traits: Perception and reality; <End, Leadership as Oneself>  | C2 | C1, C9 |  |
| 13 | 24-Nov | Thanksgiving Break | - | - | None |
| 14 | 1-Dec | Cultures, Values & Ethics in Leadership | C11 | C3 | None |
| 15 | 8-Dec | Creating Vision & Strategic Direction | C7 | C4 | **Assignment Due: Final - Leadership Playbook** |
| 16 | 15-Dec | Course wrap-up; <End, Leadership as Organization>  | - | - | **Assignment Due: Reflection #2 - Speaker Reflection** |
|   |   |   |   |   | \*All assignments due day of class unless otherwise stated |

Book Titles:

ITL – Introduction to Leadership

OL – On Leadership