LER 570

Leadership for HR Managers

Fall 2019
Thursday 11 AM – 1:50 PM

Professor: Eunmi Mun
Office: LER 213
Email: eunmimun@illinois.edu
Office hours: by appointment or just stop by.

COURSE DESCRIPTION

Like many LER graduates, you will be given some type of leadership role or responsibility within a few years of your graduation. This may involve working with and managing people on a one-on-one basis; and leading, motivating and aligning people behind a common vision or direction. This course is designed to help you understand the leaders’ role, various styles of leadership, and the critical impact leaders have both on organizational members and the public. Also, it is my hope that this course helps you analyze your own leadership strength and develop your ability to lead people towards organizational goals.

This course is divided into two parts: (1) leadership analysis: leading self, leading teams, and leadership styles, and (2) special topics: women and leadership, global leadership, and leadership and corporate accountability.

What you get out of this course largely depends on your enthusiasm to engage with the course materials and your initiative in sharing your insights with others. We will use a variety of learning techniques in order to keep the classroom a lively, interactive, learning atmosphere and help maximize your learning experience each class period. We will use cases, group discussion, experiential learning activities, and video clips – all balanced with lecture-discussions.

COURSE EVALUATION:

- Attendance and participation: 20%
- Individual presentations: 20%
- Group case discussion and write-up: 30%
- Group project: 30%
READING

There is no textbook for this class. All readings listed in this syllabus are available online for download or purchase. I may also post additional materials during the semester when there are new developments of interest to relevant topics. It is your responsibility to check course website regularly. I also encourage students to suggest items that may be of interest to the class.

ASSIGNMENTS AND GRADING

Attendance and Participation (20%)

Class discussion is a critical ingredient in your learning for this course, for which we all bear collective responsibility. Class participation provides an opportunity to develop oral communication skills, to present your ideas concisely and persuasively, and to respond effectively to the comments of others. While I will lead class discussions, I do not intend to subject you to three hours of intense lecturing each week, but rather encourage you to offer insights and thoughts on the material assigned.

Most issues, cases and problems do not have one “right” answer, though some answers are more correct than others. Consequently, being “right” or “wrong” should not be your concern when participating. I am interested in your point of view and, if the consensus differs from your viewpoint, that in no way diminishes the value of your comments. Critically listen to the arguments of your fellow students and if you disagree, speak and explain how and why your viewpoint differs. In general, I will assess class participation based on the quality of your contributions in class, and the professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to all section members and their class contributions). The quality and frequency of contributions depend on a number of issues, such as one’s ability to draw on course materials productively, to advance or sharpen in-class discussion and debate, and to use logic, precision, and evidence in making arguments. Therefore, speaking too much without adding value will be as detrimental to your grade as not speaking at all, and behaving in a disruptive manner will be most detrimental to your grade.

Please do not confuse attendance with participation. While on-time attendance is important, active participation in the class discussion is evaluated separately.

The breakdown for the grade is as follows:

Attendance (10 points): Each student is allowed to miss no more than ONE class in the semester for any reason (sickness, interview, etc.). No excuse is needed but I appreciate an email notice. For any additional class you miss I will deduct 3 points from your final grade. Any tardiness/leaving class early will count as missing half a class.

Participation (10 points): I encourage students to actively participate in class discussion. A full credit will be awarded to students who make a contribution that moves the discussion forward in
an insightful way. Students who miss class without a valid excuse or behave in a disruptive way will receive “zero” points. If you have concerns about your ability to participate during class discussions, or are unaccustomed to participating in class, please contact me immediately. I can help you to improve your ability to participate, but only if you contact me early in the course for assistance.

**Individual Presentation (20%)**

Each week, three students per class will be assigned to make a 10-minute individual presentation at the following week, regarding (1) topics assigned by the instructor or (2) your own observations, experiences, and insights related to leadership. Students who are assigned to the in-class individual presentation for a given week should email me their presentation slides two days before the class (Tuesday 10PM).

**Case Discussion and Write-up (30%)**

Each week, there is a case reading. I ask students to work as a group to analyze the case and lead the discussion in class. I will provide detailed instructions in class.

After their in-class discussion, a write-up that includes an in-depth analysis of the case is due by the end of the week (Saturday 10PM). In your write-up, include (1) a summary of the case, (2) a statement of the problem/question regarding leadership, and (3) proposed solutions either in the form of a future action plan or a list of alternatives to past decisions. Please write no more than 5 pages in length, double-spaced, in 12-point font, and with margins of 1 inch.

**Group Project and Presentation (30%)**

Group project can be research or action oriented. Each student will participate in a group analysis of a particular topic/project. Students should not repeat solely what they have already learned in class. Instead, students are expected to conduct research, read relevant literature and present with new and fresh information.

Topics of the group presentation are listed at the end of this syllabus. With permission from the instructor, students are allowed to choose a topic of their own choice that is beyond the listed recommended topics.

Each group will make a 20 minutes presentation to the class about that topic at the end of the semester. When presenting, it is recommended that each of the group members present some parts of the work. You are encouraged to be creative in your presentation. This could include the use of audio-visual clips, enactments, role plays, or anything else that would make for an informative and engaging presentation.
It is your responsibility to make sure to properly reference all materials used to construct your points. Within groups, peers will evaluate group-member contributions. Group members should ensure that they all contribute to the project. If a group member receives marks of “marginal” or “check out” from all or the majority of the group members he/she may receive a significant deduction of points of the group presentation grade.

Within the class, those listening to presentations (meaning the instructor and all of the students) will evaluate the quality of the presentation. Feedback will be provided to each group. It is presentation only; no written paper is required for this group presentation.

- **Preliminary outline of the group project is due on Nov. 22nd at 11:00 AM**
- The group leader should send the final version of the group project PPT to the instructor no later than 10 pm, Dec. 11th.

**Grading Scale**

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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**OTHER THINGS OF WHICH YOU SHOULD BE AWARE**

The following lists some procedural items that are in your best individual interest and in the interest of the class as a whole. Please take this information into account. Your consideration will help make the course more worthwhile—and fun—to all participants!

Cell phones and electronics should be turned off at all times
(Please talk to me if you need an exception to this rule).

**Absence Policy**
If you miss class, it is your responsibility to find out from your classmates what was covered, and to obtain copies of any handouts and/or assignments. Make-up exams will be given only if arranged well in advance, and if I believe that your situation warrants it. You are more likely to gain my sympathy if you contact me as soon as possible to let me know about catastrophic or unexpected events, instead of just not showing up.

**Lateness and Courtesy**

Arriving late or leaving early can be disruptive, particularly given the importance of student participation and in-class discussion in this course. Such behavior is also discourteous to the class when it makes it necessary to repeat material. Therefore, please come to class on time, and, if you must arrive late or leave early for a particular session, please let me know in advance.

**Ethical Behavior**

Cheating or other breaches of ethical behavior will not be tolerated. I do not wish to have to act on any unethical case. Nevertheless it is in the best interest of the class that such offenses not to be allowed to interfere with the learning process. University provisions for the punishment of unethical behavior are such that a guilty student may fail the course, be brought before the Disciplinary Committee, or be expelled.

**Enrollment in this course indicates you have read and accepted the terms of this course outline.**
COURSE SCHEDULE
(Tentative/Subject to Change)

Week 1 (Oct 24) Leading Self

Required Readings
1. Case: Erik Peterson (A)

Week 2 (Oct 31) Leading Teams

Required Readings
1. Case: Doing Deals and Leading Teams at XAF Partners
2. Movie case: Invictus

Week 3 (Nov 7) Leadership Styles

Required Readings
1. Movie Case: The Devil Wears Prada

Week 4 (Nov 14) Women and Leadership

Required Readings
1. Case: Beth Stewart: Navigating the Boardroom

Week 5 (Nov 21) Global Leadership

Required Readings
1. Case: IBM Canada: Global Services (A)
Review.

➢ **Preliminary outline of the group project: Due on Nov. 22nd at 11:00 AM**

**Week 6 (Nov 28) Happy Thanksgiving!**

**Week 7 (Dec 5) Leadership and Corporate Accountability**

2. Case: Royal Dutch/Shell in Nigeria (A) 9-399-126
3. Case: Yahoo! in China 9-609-051

**Week 8 (Dec 12) Group Presentation**
Group Project Topics

1. Propose a leadership plan for initiating or enhancing a HR program. Choose a real company of which you have substantive knowledge and/or access to provide a professional presentation to be given in class.

2. Have each member of the group interview an admired leader-preferably a HR leader/manager- using concepts from the class to guide the questions. Report commonalities and differences across leaders.

3. Analyze a situation where a HR manager/leader was successful (or was a spectacular failure) at getting things accomplished.

4. Select a leader or an incident where you have the ability to get detailed information about the setting, the participants, the issues, etc. Discuss his/her leadership styles. What do you learn from this situation about getting things done in organizations?

5. Answer a specific question or issue pertaining to leadership you are curious to explore. You can choose to focus on a leader (e.g., Lincoln, Gandhi, Jack Welch, Bill Gates, Steve Jobs, Martha Stewart) if you would like to.

   Below are a few examples:
   5a. Are leaders born or made?
   5b. The role of narcissism (or other traits) in a leader’s success or failures
   5c. How leaders’ formative experiences such as early failures, parental pressures shaped their leadership styles and experiences
   5d. Does gender play a role in leadership development and effectiveness?

6. Choose a change effort to which all group members are committed (e.g., getting all class members to contribute to the class gift, join a club or come to a particular event) and try to implement the change. Describe the decision making process, difficulties you encounter, final results you achieve and what you learn from the process.
Appendix

In-Class Presentation
Feedback

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<thead>
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<tbody>
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<td>Delivery</td>
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<tr>
<td>Panel questions</td>
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Content (40%): whether the presenter demonstrates an in-depth knowledge of the topic/assigned articles
Delivery (20%): confidence, body language, eye contact, voice quality etc.
Speech body (20%): whether it is organized, and engaging
Visual (10%): whether it is effective; easy to see, no errors, adds meaning to the presentation.
Panel question (10%) whether show clear understanding of the questions and answer them with ease and expertise.
## Final Group Presentation

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Content (70%): whether demonstrate an in-depth knowledge of the topic
Delivery (10%): confidence, body language, eye contact, voice quality etc.
Speech body (10%): whether it is organized, and engaging
Visual (5%): whether it is effective; easy to see, no errors, adds meaning to the presentation.
Panel question (5%) whether show clear understanding of the questions and answer them with ease and expertise.
Peer Evaluation for Group Project

Please evaluate the contributions of all members of your team, including yourself. For each person, check one of the five options. This information is confidential. Return to the sheet to me after the group presentation on December 12, 2018.

Team member #1 (SELF) ________________________________
□ A major force; beyond what is expected
□ Normal, solid contributor; did a major part of project; contributions were of high quality
□ O.K., but slightly below expectations; did what was asked; contributions were acceptable
□ Marginal. Did some work, but could not depend on this person.
□ Checked out; was a team member in name only

Team member #2 ________________________________
□ A major force; beyond what is expected
□ Normal, solid contributor; did a major part of project; contributions were of high quality
□ O.K., but slightly below expectations; did what was asked; contributions were acceptable
□ Marginal. Did some work, but could not depend on this person.
□ Checked out; was a team member in name only

Team member #3 ________________________________
□ A major force; beyond what is expected
□ Normal, solid contributor; did a major part of project; contributions were of high quality
□ O.K., but slightly below expectations; did what was asked; contributions were acceptable
□ Marginal. Did some work, but could not depend on this person.
□ Checked out; was a team member in name only

Team member #4 ________________________________
□ A major force; beyond what is expected
□ Normal, solid contributor; did a major part of project; contributions were of high quality
□ O.K., but slightly below expectations; did what was asked; contributions were acceptable
□ Marginal. Did some work, but could not depend on this person.
□ Checked out; was a team member in name only