

LER 570

Leadership for HR Managers

Fall 2019

Thursday 11 AM – 1:50 PM

LER 35

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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) interpersonal leadership: leading teams and leadership styles, and (2) organizational leadership: leading an organizational as well as social change.

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%
- Weekly quiz: 15%
- Small group presentation: 25%
- Individual presentation: 40%

READING

There is no textbook for this class. All readings listed in this syllabus are available online for download or purchase. I created an online coursepack: <https://hbsp.harvard.edu/import/673699>. You need all the readings in the coursepack in order to complete the requirements of this course. 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.

Weekly Quiz (15%)

Each quiz will deal with one or more of the articles and cases that I have assigned either for that class session, or with the previous lecture. I may administer a quiz at the beginning, middle, or the end of class.

Each quiz will consist of a handful questions about main points of the articles, cases and lectures. There are **NO** make-up quizzes.

In-class Small-group Presentation (25%)

I ask students to make a 10-minute small-group presentation on topics assigned by the instructor. There will be 2-3 students in a group. Students are encouraged to incorporate not only the course reading but also new materials they found. I ask students to propose one or two discussion questions and lead discussion for 3-4 minutes after the presentation. Students who will make an in-class presentation for a given week should email me their presentation slides two days before the class (Tuesday 10PM).

Pecha Kucha Presentation (40%)

After their small-group presentation, students will have a chance to improve their presentation individually. Pecha Kucha is a presentation format where you show 20 slide images for 20 seconds each. The slides will advance automatically and the presenter talks alongside the images. To view examples of Pecha Kucha please visit www.pechakucha.org. I ask students to decide on one message they want to deliver in their Pecha Kucha presentation. Then, think creatively about how to use their materials used for the small-group presentation in the Pecha Kucha format and find new, relevant images. Work on slides and scripts, and practice sufficiently to make a smooth presentation. I also suggest that students review the “*Pecha Kucha Rubric*” before they come present. I will use the rubric for specific grading criteria.

I plan to save two days for Pecha Kucha presentations: Dec. 5 and Dec. 13. Students can sign up for one of the two dates. Students are not required to come on the day they are not presenting, but I highly encourage everyone to come see how peer students perform and support them.

Grading Scale

A+	97-100%
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A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Below 60%

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 should be turned off at all times

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.

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 reading:

1. Goleman, D. (2017). "What Makes a Leader?" *Harvard Business Review*.

In-class activity:

- TED talk "Power of Vulnerability"
- Illinois Leadership Center Inventory & Handout (Personal/Self)

Week 2 (Oct 31) Leading Teams

Required readings:

1. Case: "Doing Deals and Leading Teams at XAF Partners"
2. Movie case: *Invictus* (2009)
3. Majchrzak, A., Malhotra, A., Stamps, J., & Lipnack, J. (2004). "Can Absence Make a Team Grow Stronger?" *Harvard Business Review*.
4. Sunstein, C. R. and Hastie, R. (2014). "Making Dumb Groups Smarter: The New Science of Group Decision Making." *Harvard Business Review*.

Week 3 (Nov 7) Leadership Styles

Required readings:

1. Movie Case: *The Way Back* (2010)
2. Antonakis, J., Fenley, M., & Liechti, S. (2012). "Learning Charisma: Transform yourself into the person others want to follow." *Harvard Business Review*.
3. Barbara Kellerman. (2004). "Thinking about... leadership: Warts and all." *Harvard Business Review*.
4. Ancona, D. and Gregersen, Hal. (2018). "The Power of Leaders Who Focus on Solving Problems." *Harvard Business Review*.

Week 4 (Nov 14) Leadership Practicum

In-class workshop:

- Leadership strength training

Required readings:

1. Case: “Beth Stewart: Navigating the Boardroom”
2. Movie Case: The Devil Wears Prada (2006)

Week 5 (Nov 21) Social Change Model in Leadership

In-class workshop:

- Social Change Model in Leadership

Reading: Komives, S. and Wagner, W. (2009). *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. Chapter 2.

Required readings:

1. Craig, N. and Snook, S. (2014). “From Purpose to Impact: Figure out Your Passion and Put It out to Work.” *Harvard Business Review*.
2. Ibarra, H. (2015). “The Authenticity Paradox: Why feeling like a fake can be a sign of growth.” *Harvard Business Review*.
3. Case: “Building a Great Place to Work: Intuit India.”

Week 6 (Nov 28) Happy Thanksgiving!

Week 7 (Dec 5) Pecha Kucha Presentation PART 1

Week 8 (FRIDAY, Dec 13) Pecha Kucha Presentation PART 2

- **On Dec 13, CLASS MEETS FROM 9AM TO 11AM**

Appendix

In-Class Presentation Feedback

	Poor Quality				Excellent
Content	1	2	3	4	5
Delivery	1	2	3	4	5
Speech Body	1	2	3	4	5
Visual/Board	1	2	3	4	5
Panel questions	1	2	3	4	5

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.

Change Agent Pecha Kucha Rubric (100pts.)

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	Exemplary 30-24 pts.	Accomplished 23-16 pts.	Developing 15-8 pts.	Beginning 7-0 pts.	
Timing and Structure	The presentation has 20 slides timed to advance every 20 seconds. The presentation runs flawlessly.	The presentation has 20 slides timed to advance every 20 seconds. The presentation runs with one minor technical flaw.	The presentation has 20 slides timed to advance every 20 seconds, but the presentation has several minor technical flaws.	The presentation does not have 20 slides timed to advance every 20 seconds, OR the presentation has major technical flaws.	/20
Change Initiative Presented and Applied to Theory	The student gives a detailed analysis of the change agent and initiative including strengths, and pitfalls. Makes strong connections to multiple change theory/approaches.	The student gives a detailed analysis of the change agent or initiative.. Makes at least one connection to change theory.	The student gives a partial analysis and/or overlooks key issues. Makes at least one connection to change theory.	Little or no attempt is made to connect the change agent/initiative to change theory.	/20
Presentation Organization	The Pecha Kucha was organized and presented in logical manner. Ideas and images were easily understood. The materials transitioned seamlessly from slide to slide.	The Pecha Kucha was fairly organized and ideas flowed well. Some transitions were not as seamless, but was easily understood	The Pecha Kucha was poorly organized and not easy to follow. Ideas and images were put together in a way that made comprehension difficult.	The Pecha Kucha was unorganized and difficult to follow. Ideas and images were put together with little thought to audience understanding	/20
Use of media and appeal	The images/text chosen were appropriate and extremely thoughtful to the topic and conveyed in an excellent manner the Pecha Kucha's purpose. The audience was informed and entertained.	The images/text chosen were appropriate and considered the topic in a thoughtful way. The presenter has used good quality visual images and has used a creative or interesting visual design for the presentation.	The presenter has used adequate quality visual images, but does not use a creative or interesting visual design for the presentation. The images/text chosen distracted from the presentation.	Visual images are poorly chosen, OR the quality of the images is not legible, OR used a particularly garish or distracting visual design for the presentation.	/20
Prep & Presentation	The speech was professional and polished. Presenter prepared a script but did not read script to the audience. Demonstrated outstanding presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, etc). Student displayed they had practiced and demonstrated strong knowledge of the subject matter	Demonstrated sound presentation skills. The presenter prepared a script, rehearsed, and occasionally read to the audience. Demonstrated strong knowledge of subject matter.	Demonstrated fair presentation skills. The presenter prepared script but was not adequately rehearsed and occasionally read to the audience. Demonstrated marginal knowledge of subject matter.	Demonstrated poor presentation skills. Appeared the presenter did not prepare a script or did not rehearse OR demonstrated minimal knowledge of subject matter OR frequently read to the audience	/20
Notes:					/100