Course Description: The purpose of the course is to explore the basic concepts of leadership and the essential skills required to become an effective leader/manager. The student will be provided the opportunity for personal development through exercises in communication and leadership effectiveness. Other major topics include leadership styles, managing commitments, and emotional intelligence.

Course Instructor: Seth Murray  
   Office: ECOT #526  
   Phone: (303) 492-4165  
   E-Mail: seth.murray@colorado.edu  
   Office Hours: By appointment

Course Teaching Assistant: CourtneyFoss@gmail.com

Course Media:  
   Required:  
1. The two required books are True North by Bill George and StrengthsFinder 2.0 by Tom Rath. Make sure your StrengthsFinder 2.0 is new so it has the available one time use code to take the online StrengthsFinder Assessment.

2. You must watch the 1957 movie, “Twelve Angry Men”, starring Henry Fonda, before the lecture on March 11th. Check with your DVD rental location to be sure they have this title available in the week you need it. The movie is also available from Netflix but not as “Watch Instantly”

3. Readings are provided as downloadable pdf files on the D2L system. The readings assigned for each week appear later in this syllabus or will be emailed before the lectures with the required reading.

4. Desire2Learn (D2L) will be used for the course. To access D2L, go to: https://learn.colorado.edu/. You can log-in to site using your Identikit username and password. Once you log-in, go into our course. Please visit http://oit.colorado.edu/d2l/students to watch videos and learn more about using D2L. If you run into any problems using D2L, contact that help desk at: help@colorado.edu or at (303) 735-HELP.

Course Requirements:  
• View the course on D2L.
• Before October 8th take the StrengthsFinder Assessment with the code in your StrengthsFinder 2.0 book. The assessment test takes about 40 minutes.
• Students are expected to attend all lectures. Classes are Wednesdays 5:30-8:00 p.m. in FLMG 103
• Students are expected to complete assigned readings and writings prior to attending class.

Course Grading:  
   Midterm Paper: Authentic Leadership 30%  
   Final Project: Action Learning Paper 40%  
   Class Participation and Notebook 30%  
   Total Grade 100%
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Preliminary Description of Class Papers, Projects & Directions for submission

• The first papers should be 4-6 pages in length. Please use 1.5 line spacing, 11 point font, have page numbers in the footer, and references in the footer or at the end.
• Papers and Projects should properly reference the material from the readings and lectures.
• Please submit your papers as a “pdf” file.

Paper #1: Authentic Leadership  Due Date: Oct 16, 2014
Write a paper:
• Synthesize and summarize your top five learnings (those things that have meant the most to you) about Leadership. For each,
  o state and describe what you have learned,
  o describe how has this change in belief impacted your awareness and your actions in your personal or professional life,
  o use examples to make your descriptions specific and concrete,
  o reference the class slides and readings to backup your examples.
• What open questions do you have? What can you do to improve your leadership?

Final Project: Action Learning Paper  Due Date: December 10, 2014
Develop and conduct an action plan:
• Choose a situation or issue that you wish to impact and design an action-learning plan for your intervention. Topics may include work, family, and relationship issues but should be personally meaningful to you.
  o Provide a description of the current situation and of the desired state.
  o Make your starting assumptions and beliefs explicit!
  o Explain who is in a guiding coalition to help you
  o Document your plan for learning by journaling each day
  o Submit your plan for instructor approval by November 12, 2014
• Run your plan for three weeks.
  o Describe your learning journey each week and assess your results.
  o Comment on how the plan affected Tasks, Relationships, and Self (TRS)
  o Did your guiding coalition help you?
  o How do your results compare to your desired outcome?
  o What have you learned about change overall?
  o Reference the class slides and readings to backup your examples.
<table>
<thead>
<tr>
<th>Lecture Date</th>
<th>Lecture #</th>
<th>Topic</th>
<th>Reading and writing assignments from D2L or textbooks</th>
</tr>
</thead>
</table>
| 27-Aug       | 1         | What is Leadership? | What Leaders Really Do – Write a paragraph in your notebook  
Start the weekly Management Briefs paragraphs |
| 3-Sep        | 2         | Level 5 Leadership | Level 5 Leadership - Write a paragraph in your notebook |
| 10-Sep       | 3         | Authentic Leadership | True North pages ix to 63 - Write one pages in your notebook |
| 17-Sep       | 4         | Authentic Leadership | True North pages 65 to 199 Write one pages in your notebook |
| 24-Sep       | 5         | Emotional Intelligence | Overloaded Circuits - Write a paragraph in your notebook  
Emotions: Understanding the Basics - Write a paragraph in your notebook |
| 1-Oct        | 6         | Leaders as Learners | Teaching Smart People How to Learn - Write a paragraph in your notebook  
From Unilateral Control to Mutual Learning - Write a paragraph in notebook |
| 8-Oct        | 7         | Strengths and Talents | Take StrengthsFinder 2.0 Assessment test with the code in your book  
Strengths Finder 2.0 pages i to 31 and the sections of your five talents |
| 15-Oct       | 8         | Effective Communication And Conflict Resolution | Before class, watch the 1957 version of the movie "Twelve Angry Men" at  
http://www.kewego.com/video/iLyROaYMtS.html  
What does Henry Fonda do that enables the others to change their thinking? - Write a paragraph in your notebook  
Conflict Resolution - Write a paragraph in your notebook |
| 22-Oct       | 9         | Responsibility & Accountability | Commitment Conversations - Write a paragraph in your notebook  
Recommitment Conversations- Write a paragraph in your notebook |
| 29-Oct       | 10        | New Venture Challenge Pitch Night | |
| 5-Nov        | 11        | Personal Change | The Real Reason People Won't Change- Write a paragraph in your notebook  
Notes on Recipients of Change- Write a paragraph in your notebook |
| 12-Nov       | 12        | Individual Styles | Do What You Are (DWYA) Myers-Briggs Self Assessment |
| 19-Nov       | 13        | Personal Mastery | Personal Mastery- Write a paragraph in your notebook  
Before class, watch http://goo.gl/Z2ymEz  
Pay attention both to the story of Star Wars and to the story of George Lucas in his creation of the series. - Write a paragraph in notebook |
| 3-Dec        | 14        | Motivation | How do you Motivate Employees? - Write a paragraph in your notebook  
Motivating Others - O'Toole - Write a paragraph in your notebook |
| 10-Dec       | 15        | Ethical decision-making Conclusion | Watch Gandhi movie in class |

Complete the reading and writing assignments before the lecture it corresponds with in the above chart.  
Each week write a paragraph of one about what you learned from one article from any Engineering Management Brief article found at http://empwaynek.wordpress.com/  

Turn in your digital notebook on D2L or a hardcopy by the end of class on February 11, and a second time at on April 29.
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PROGRAM & UNIVERSITY PROVISIONS AND REQUIREMENTS

1. Positive Learning Environment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

2. Academic Integrity, Plagiarism, and the EMP Honor Code Quiz

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Information on the CU Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu.

The faculty of the Engineering Management Program (EMP) believe that a culture of integrity is essential to both the long-term, personal success of our students and to the economies and countries in which they live and work. Therefore, EMP has created an Honor Code Violation Policy that specifies a program-specific, academic consequence for a second violation of the CU Honor Code:

EMP HONOR CODE VIOLATION POLICY

Any and all violations of the CU Honor Code in EMP classes will be reported to the Honor Code Council. As per CU’s policy, the faculty member will determine the academic sanction for an offense. The CU Honor Code Council will determine any additional, non-academic sanctions. This portion of EMP’s policy is a restatement of the Honor Code policy approved by the CU Board of Regents.
A second violation of the CU Honor Code by any Engineering Management graduate student will result in the academic sanction of dismissal from the Engineering Management graduate program. The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student’s words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals’ existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest. If the student is confused as to what constitutes plagiarism, s/he should review the CU Honor Code on this topic, and refer to the following excellent resources: http://www.northwestern.edu/uacc/plagiar.html and http://owl.english.purdue.edu/owl/printable/589/

Students agree that by taking this course all required papers may, at the discretion of the instructor, be subject to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future.

Finally, the Engineering Management Program faculty have established a policy whereby all students enrolled in an EMP course must, at the beginning of each semester, take and pass a basic quiz about the CU Honor Code. Each student must take the quiz once each semester, regardless of how many courses they are taking in the department. You must receive 100% on the quiz in order to pass the exam. The instructions and quiz will be made available on D2L when the student enrolls for any EMEN course or any course cross-listed, co-listed or co-located with an EMEN course.

3. Disability Services
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website and discuss your needs with your professor.

4. Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or class attendance. Students for whom religious observances conflict with class schedules should contact the instructor no later than two weeks before the potential conflict to request special accommodations. See full details at http://www.colorado.edu/policies/fac_relig.html.

5. Class Attendance for On-Campus Students

Unfortunately, some on-campus students have used the availability of the lecture videos to stop attending classes, and rely instead on the videos to learn the material. In the opinion of the faculty, this choice often results in a significant reduction in the quality of the educational experience for both on-campus and distance students; therefore, EMP has established the following policy for all on-campus students registering for an EMEN course:
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Class attendance for all on-campus students is expected and required. Unexcused absences may incur a penalty against the student’s final grade.

6. Access to Recorded Course Lectures

The lecture videos are available for streaming and downloading via Desire2Learn (D2L) by all students registered for their respective EMEN course; whether they are on-campus or distance students. This improves the quality of the educational experience for all students, enabling any student to review each lecture as many times as needed to master the material. If you have difficulties accessing the video, FIRST check Technical Help / FAQ at: https://cuengineeringonline.colorado.edu/distance-delivery/technical-help-faq. If you are still experiencing difficulties, please contact: caete@colorado.edu.

7. E-mail Account

You are expected to use your CU student e-mail account. All of your e-mail from professors and the university will be sent to your CU e-mail account. You can choose to redirect your CU email to an alternate (work/personal) email account. For assistance in activating your email account and forwarding email, contact the Help Desk at 303-735-HELP or Help@colorado.edu.

8. Recording of EMP classes

Please note that students attending EMP classes live, whether on-campus or via teleconferencing, may be recorded.

9. Proper Use of Copyrighted Materials

The Engineering Management Program (EMP) has a large distance learning population and, as such, many copyrighted materials are offered electronically to students. EMP has the responsibility to comply with the copyright law regulating distance education for a non-profit, state institution, i.e., the Technology, Education and Copyright Harmonization (TEACH) Act of 2002. It’s the student’s responsibility to comply with U.S. copyright law with respect to the use and sharing of the electronic materials (this includes the videos of class lectures) provided within the program.

10. Appropriate Classroom Use of Laptops

Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. It is easy for your laptop to become a distraction to you and to those around you. Therefore, please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, following along with the instructor on PowerPoint, and other directed class activities, as well as working on assigned in-class activities, projects, and discussions that require laptop use.