Course Description: This is a core course in the Engineering Management Program curriculum covering basic concepts and skills needed for effective leadership. Drawing on the disciplines of neuroscience, organizational learning, and leadership, this course develops the student’s ability to lead-through-influence by cultivating emotional intelligence, authenticity and skillfulness. Exercises in leadership effectiveness, communication, and emotional intelligence provide opportunity for personal development. Other major topics include personal mastery, managing commitments and leading change.

Course Instructor: Dr. Barbara B. Lawton
Address: Engineering Center Office Tower (ECOT) 412, 433 UCB, Boulder, CO 80309-0433
Phone: 303-492-0135
E-Mail: Barbara.Lawton@colorado.edu
Office Hours: by appointment

Course Assistant: Ms. Magda Barcelo
E-Mail: Magdalena.barcelo@me.com
Office Hours: by appointment

If you need assistance:
• If you need assistance with streaming video, contact CAETE at caete@colorado.edu.
• If you are having trouble with your computer or D2L, call the CU Boulder 303 735-help

Course Texts:
• Watch the 1957 movie, “Twelve Angry Men”, starring Henry Fonda. You can find the full-length movie on YouTube.
• Strengths Based Leadership, 2008, by Tom Rath and Barry Conchie, Gallup Press. Use the access code provided in the book to complete the Strengths Finder assessment. BE FOREWARNED, if you buy this book used, it may no longer have an access code in it or it may have already been used. You will then have to pay separately to take the assessment.
• Introduction to Type and Teams, 2003, by Katherine Hirsh, Elizabeth Hirsh and Sandra Krebs. Any edition will do. I strongly encourage you to buy this as a hardcopy booklet rather than in the Kindle edition.
• The remaining readings are provided as downloadable pdf files in D2L. The readings assigned for each week appear later in this syllabus. From time to time, additional readings will be assigned. Please check the D2L website each week for additional readings.

Course Requirements:
• Please log-in to D2L at http://learn.colorado.edu This web-based tool will be used as an integral part of the course to enable students to interact, download class visual aids and readings, submit papers and take quizzes. For all technical D2L questions, CU Boulder 303 735-help
• By Monday, 9/8/14, all students must successfully complete the EMP Honor Code Quiz. Directions are given in the D2L website under Course Home, Honor Code Quiz. Students that do not pass this quiz at the 100% level will not be allowed to continue this course.
• By the second lecture, Thursday 9/11/14, take the online Myers-Briggs Type Indicator (MBTI) Assessment. The instructions are in D2L under “Course Home.” Mail a check for $23 (this pays for the online test) made payable to CUB Engineering Management to Kendra Locher, Engineering Management Program, 433 UCB, Boulder, CO 80309.
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If you have any issues logging in or taking these assessments, please contact Career Services at 303-492-6541.

- On-campus students are required to attend all lectures. Distance students are always welcome to attend lectures anytime they can. This semester I will use Bluejeans to allow distance students to participate synchronously, should they desire. I do have special requirements for students who choose this option. These are described further on in the syllabus.

Communication Policies:
- If you have course-related questions for me during the course of the semester, please post them under “Class Questions” in D2L so that your fellow students can benefit from your inquiry. If you have a personal question, of course, e-mail me directly.
- My goal is a 24-hour turnaround on your questions. On weekends and holidays, it may be 36 hours.

Course Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project plan</td>
<td>5%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly lecture assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:
- 93 <= A
- 90 <= A- <93
- 87 <= B+ < 90
- 83 <= B < 87
- 80 <= B- < 83
- 80 <= C+ < 77
- 73 <= C < 77

Weekly Class Expectations:
In any given week there are three basic activities you’ll be engaged in:
1) Lecture assignment from the most recent lecture. This typically consists of some combination of personal reflection on the topic discussed, practice of the skills covered in class, and observation of self and/or others. These activities are designed to build several essential leadership capabilities: self-awareness, self-management, and inquiry.
2) Completing the pre-reading and quiz by 11:59 p.m. Wednesday for the upcoming lecture.
3) Participating live in the lecture or watching the lecture afterwards. I recommend watching the lecture as soon as possible so that you have 5-6 days to complete the lecture assignment.

A SPECIAL NOTE FOR DISTANCE STUDENTS:
I use many in-class exercises in this course as experiential approaches create demonstrably deeper and longer-lasting learning. On-campus students have the benefit of being able to work with live partners. In order for you to get the most out of these exercises, I have the following recommendations:
- Find someone who will do the in-class exercises with you (e.g., a classmate via Skype; your life partner - many students have reported doing the exercises with their spouse, to the benefit of both!)
- If you are alone, create a journal just for the exercises and record your answers in a ‘stream of consciousness’ mode.
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If, as a distance student, you wish to participate live via BlueJeans, you must have someone to either do the exercises with during the lecture period or use a journal to write your responses. In D2L you will find detailed instructions for how to participate via BlueJeans.

Quiz Details

- The quiz covers the content of the readings assigned for upcoming lecture. Therefore, the quiz on their material is due the day before the lecture (midnight on the Wednesday before lecture). 
- **Late contributions will not be accepted.** However, I recognize that life happens. In order to accommodate extraordinary or unexpected life circumstances, I will drop your lowest grade at the end of the semester. If an extraordinary circumstance requires an extended absence, please contact me directly. Otherwise, you do not need to tell me if you are going to miss one week’s assignments.
- Quizzes have a 35-minute time limit. The Quiz is locked once the time limit for that quiz is reached.
- The correct answers to questions are those of the article authors. Each multiple choice question has a single, best answer. If a reading is shown as "OPTIONAL," there will not be any quiz questions on that reading.
- **All quizzes are to be completed individually, without any assistance from any other person. All quizzes are open book, open notes.**

Weekly Lecture Assignment Details

- After each lecture, I will post an assignment designed to deepen the learning from the in-class lecture. There are two posts I expect from every student each week. These weekly contributions will be graded on a scale of 1 to 10, with “10” denoting an "exceptional" contribution.
- Your primary post: Students will have **six days** from the date of the class (i.e., 11:59 p.m. the following **Tuesday**) to share their experience with the assignment and their learning from it. These posts are worth 8.5/10 points. When grading, I expect you to
  - Completely addresses each assigned item
  - Make the point, elaborate on it and give examples, helping others see through your eyes; explain the relevance to yourself, your own life
  - Describe your learning relative to leadership
- Your secondary post(s): Students will have **seven days** from the date of the class (i.e., 11:59 p.m. the following **Wednesday**) to interact online with your classmates with the goal of helping them move into their ‘high performance zone,’ (more on this in the Human Intelligence lecture), by offering both challenge (e.g., of assumptions) and support. These posts are worth 1.5/10 points.
- **Late contributions will not be accepted.** However, I recognize that life happens. In order to accommodate extraordinary or unexpected life circumstances, I will drop your lowest grade at the end of the semester. If an extraordinary circumstance requires an extended absence, please contact me directly. Otherwise, you do not need to tell me if you are going to miss one week’s assignments.

Action Learning Project:

*This project is about integrating and using all the leadership concepts and tools of this class, including learning how to learn. Topics may include work, family, and relationship issues but should be personally meaningful to you.*

- The specific details of this assignment are in D2L under “Project Information.”
- **A good sample is worth a thousand lines of detailed instruction!** There is a 100% correlation between the people that do not do well and those that do not read the sample plans and papers. Sample projects from previous semesters can be found on D2L under the “Projects” heading at bottom of left-hand navigation bar. Please be forewarned that papers from previous semesters may use slightly different theories and models than are presented in your class.
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This is a PRELIMINARY DRAFT of the assigned readings for this semester. The actual readings for each unit will be provided in D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>PRELIMINARY DRAFT of Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Leadership?</td>
<td>Level 5 Leadership&lt;br&gt;What Leaders Really Do&lt;br&gt;Authentic Leadership</td>
</tr>
<tr>
<td>2</td>
<td>Leaders as Learners</td>
<td>Teaching Smart People How to Learn&lt;br&gt;How Pixar Fosters Creativity&lt;br&gt;Becoming the Boss</td>
</tr>
<tr>
<td>3</td>
<td>Human Intelligence</td>
<td>Social Intelligence and Biology of Leadership&lt;br&gt;The Making of a Corporate Athlete&lt;br&gt;Overloaded Circuits&lt;br&gt;The Happy Secret to Better Work</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Intelligence</td>
<td>What Makes a Leader&lt;br&gt;Emotions: Understanding the Basics&lt;br&gt;Positive and Negative Emotional Attractors&lt;br&gt;The Power of Vulnerability</td>
</tr>
<tr>
<td>5</td>
<td>Individual Styles</td>
<td>Introduction to Type &amp; Teams</td>
</tr>
<tr>
<td>6</td>
<td>Personal Mastery</td>
<td>Personal Mastery&lt;br&gt;The Ideal Self as Driver of Intentional Change&lt;br&gt;Leading from Within <em>(this is my personal favorite reading!)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Before class</strong>, watch Steve Job's Commencement Address at Stanford</td>
<td></td>
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<tr>
<td>7</td>
<td>Personal Change</td>
<td>The Real Reason People Won't Change&lt;br&gt;Neuroscience of Leadership&lt;br&gt;Be a Better Leader, Have a Richer Life</td>
</tr>
<tr>
<td>8</td>
<td>Motivating Others</td>
<td>Motivating Others - O'Toole&lt;br&gt;How do you Motivate Employees?&lt;br&gt;Motivating Across Generations&lt;br&gt;The Science of Motivation</td>
</tr>
<tr>
<td>9</td>
<td>Effective Communication</td>
<td><em>Before class, watch the movie &quot;Twelve Angry Men&quot;</em>&lt;br&gt;Advocacy and Inquiry&lt;br&gt;Observations and Assessments</td>
</tr>
<tr>
<td>10</td>
<td>Strengths Based Leadership</td>
<td>Read <strong>Strengths Based Leadership Introduction</strong> and complete the assessment</td>
</tr>
<tr>
<td>11</td>
<td>Conflict Resolution</td>
<td>Conflict Resolution&lt;br&gt;The Work of Leadership</td>
</tr>
</tbody>
</table>
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12 Responsibility & Accountability
   Commitment Conversations
   Recommitment Conversations

13 Organizational Culture
   Defining Organizational Culture
   Columbia Accident Investigation (pay attention to role of culture)
   NASA Culture Update - 2005

14 Organizational Learning & Change
   Learning in the Thick of It
   Is Yours a Learning Organization?
   Leading Change: Why Transformation Efforts Fail

15 Review
   The Work of Leadership
   Leader’s Lived Experience of Authentic Moments
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/](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](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](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](http://www.colorado.edu/policies/honor.html) and at [http://honorcode.colorado.edu](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:
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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:

   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
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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.