QEM 550-941 - Project Leadership
Fall 2013

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Office Hours: Tue & Thur. 8:30-11:30
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Course Objective
This course is designed to provide graduate students with an in-depth examination of exemplary project leadership skills. Students will identify their own leadership strengths and weaknesses, and develop a tangible action plan for achieving their personal leadership development goals. The course will teach students the principles of personal leadership development, meeting management, leadership communications, conflict resolution, subordinate motivation, and team development practices.

Competencies
The Leadership Challenge
- Identify your leadership strengths and weaknesses.
- Clarify and communicate your fundamental values and beliefs.
- Set the example for others by aligning your actions with shared values.
- Express your image of the future
- Inspire others to share a common vision
- Search for opportunities to change and improve.
- Experiment with innovation ideas and learn from accompanying mistakes.
- Build collaboration, teamwork, and trust.
- Strengthen the ability of others to excel.
- Recognize the accomplishments of others.

Leadership Communication
- Project a positive ethos.
- Lead and communicate with integrity
- Analyze audience and create targeted, meaningful messages.
- Develop effective communication strategies for all situations.
- Select and use the most effective media, including social media, to reach all audiences.
- Use the language of leaders, communicating clearly, concisely, and correctly.
- Create well-organized, coherent communication.
- Deliver presentations and use presentation technology with confidence.
- Display emotional intelligence and cross-cultural literacy.
- Lead small groups, whether in teams or meetings.
REQUIRED TEXTS:

ACADEMIC CONDUCT:
Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an F on the assignment to expulsion from the university, depending on the seriousness of the offense.

Recommended Affiliation and Resources:
Students are encouraged to join the Project Management Institute (http://www.pmi.org/)

Useful Reference Journals and business publications:
- Business Week
- Business and Society Review
- Ethics
- Forbes
- Fortune
- Harvard Business Review
- Journal of Occupational Behavior
- Organizational Behavior and Human Decision Processes
- Organizational Behavior and Human Performance
- PM Network
- Project Management Journal
- Projects @Work
- Trends in Organizational Behavior
- Wall Street Journal

GRADING POLICY
No late assignments accepted.

EVALUATION
Evaluation of learner performance will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Chapter Applications</td>
<td>70</td>
</tr>
<tr>
<td>Topical article reviews</td>
<td>90</td>
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<tr>
<td>Personal Leadership Improvement plan</td>
<td>70</td>
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<tr>
<td>Discussion board participation</td>
<td>70</td>
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<tr>
<td><strong>Total</strong></td>
<td>300</td>
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Grading Scale:
- 270 – 300 = A
- 240 – 270 = B
- 210 – 240 = C
- < 240 = Failing

STUDENT TASKS
All assignments are to be turned in through the SIUC D2L website by **11:59 p.m. on the date specified.**
1. Chapter Applications – see specific point values
Application assignments are found at the end of a chapter. They are designed to give students practical experiences that will reinforce the chapter’s learning objectives.

2. Topical Papers (Article reviews) – 10 points each
Students will prepare a series of topical papers based on information obtained from current professional journals and other professional literature of the field. The topic for each article is listed under the Assignments Due column in the Topics Calendar below. See attachment for format.

Read and analyze the assigned article linked/attached to the course schedule portion of the syllabus.
On one single page include the following:
- complete biographical information in current APA (5th edition) format,
- a brief summary noting all main elements or ideas of the article (use no more than half the page for this section), and
- your reaction to this article. Your reaction should include implications or application of the ideas from the article in your own current or future project management activities. Give specific examples of your use or potential use of what you learned from the ideas in this article.

The individual article review reports will be graded on the content and quality of writing. Make your report clear and concise, grammatically correct and professional looking. You must include all the points listed above. And last, you must adhere to the length requirement.

3. Personal Leadership Improvement Plan – 70 points
At the conclusion of The Leadership Challenge section, students will develop a personal leadership improvement plan that will assist them in becoming a stronger leader.

Developing your Personal Leadership Improvement Plan required requires introspection of yourself and feedback from your trusted peers. You will use the Leadership Practices Inventory (LPI) survey to collect the unbiased feedback you need to develop your plan. There are 4 steps to completing your plan; Self-Assessment, External Assessment, Gap Analysis, and Action Plan.

1) Self-Assessment
Obtain the Leadership Practices Inventory from your professor and complete the survey for yourself. Analyze the results and note your leadership strengths and weaknesses.

2) External Assessment
Ask one family member (provide name) and one employer (provide name) complete the LPI survey. Analyze the results and note your actual leadership strengths and weaknesses.

3) Gap Analysis
Perform a gap analysis between your perceived strengths and weaknesses and your actual strengths and weaknesses. Analyze the types of differences that exist and why. In general, why do you think your scores came out this way, and what does this mean. Be sure you go beyond a simple explanation and delve into the implications.
4) **Action Plan**
Using what you learned in this class, develop a detailed action plan stating your leadership strengths and weaknesses and what you need to do to turn your weaknesses into strengths. Present your action plan using Kouzes and Posner’s 5 leadership practices. For each leadership weakness you identify, describe what you would like to improve and envision how you would demonstrate it. Identify the specific **tangible** steps you can take to improve. It is very important that your actions be tangible and not just “try harder”. Definition of Tangible: *real or actual, rather than imaginary or visionary: ex. the tangible benefits of sunshine.*

4. **Discussion Board**
(5 pts. per question)
Go to the Discussion Board and comment on how you and your peers are applying the article information.

3.5 – The student has answered only some of the question or did not address the question with an adequate level of articulation.
4.0 – The student has answered the question(s) completely and provided a successful response.
4.5 – The student has answered the question(s) successfully and engaged other classmates in robust discussion on their responses.
5.0 – The student has not only answered the question(s) and engaged others in discussion, but has provided insightful commentary and/or offered additional outside material to enhance the discussion.

**Note:** A 0.5 point deduction will be assigned to anyone who posts the bulk of the discussion posts on the last (day) of the module.

**Topics Calendar**

<table>
<thead>
<tr>
<th>Date week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Video</strong></td>
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<tr>
<td>Aug 19 1</td>
<td>What Leaders Do and What Constituents Expect</td>
<td>Steve Jobs on Leadership</td>
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<tr>
<td>Aug 26 2</td>
<td>Model the Way</td>
<td>Emma Horn</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Author(s)</td>
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<td>Sept. 9 3</td>
<td>Inspire a Shared Vision</td>
<td>Herve Houdre</td>
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<td>Article: One more time: How do you motivate employees?</td>
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<td>Sept. 16 4</td>
<td>Challenge the Process</td>
<td>Jennifer Ernst</td>
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<td>Article: The discipline of innovation</td>
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<td>Sept. 23 5</td>
<td>Enable Others to Act</td>
<td>Mike Ramirez</td>
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<td>Article: Creating hot teams</td>
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<td>Sept. 30 6</td>
<td>Encourage the Heart</td>
<td>Tom Johnson</td>
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<td>Article: TBD</td>
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<td>Oct. 7 7</td>
<td>Leadership for Everyone</td>
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<td>Article: What it takes to be great</td>
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<td>Oct. 14</td>
<td>NO CLASS</td>
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<tr>
<td>Oct. 21 8</td>
<td>What is leadership communication</td>
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<td>Chronology of a leader</td>
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<tr>
<td>Oct. 28 9</td>
<td>Leadership communication, purpose, strategy, structure</td>
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<td>Nov. 4 10</td>
<td>Language of leaders</td>
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<td>Nov. 11 11</td>
<td>Leadership presentations</td>
<td>Kawasaki</td>
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<td>Article: Making Effective Presentations</td>
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<td>Date</td>
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<tr>
<td>Nov. 25 13</td>
<td>Meetings: Leadership and productivity</td>
<td>LC pp. 279-301</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>High Performance Teams</td>
<td>LC pp. 305-335</td>
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Leadership Communication – Learning Objectives

Ch. 1 – Leadership Communication
• Identify leadership with an emphasis on transformational leaders.
• Connect leadership to communication.
• Define leadership communication and the leadership communication framework.
• Appreciate the importance of projecting a positive ethos.
• Recognize and manage ethical issues and create an ethical organizational environment.

Ch. 2 – Leadership communication Purpose, Strategy, and Structure
• Establish a clear communication purpose.
• Develop a communication strategy
• Analyze audiences
• Organize written and oral communication effectively

Ch. 3 – The Language of Leaders
• Achieve a positive ethos through tone and style.
• Communicate clearly and concisely.
• Follow the language rules that matter.
• Edit and proofread your own writing more effectively.

Ch. 5 – Leadership Presentations
• Plan your presentation, including developing a communication strategy
• Prepare a presentation to achieve the greatest impact.
• Present effectively and with greater confidence.

Ch. 7 – Emotional Intelligence and interpersonal Skills for Leaders
• Appreciate the value of emotional intelligence.
• Take steps to increase your own emotional intelligence.
• Improve your nonverbal skills.
• Improve your listening skill.
• Motivate and mentor. Network to improve leadership connections.

Ch. 9 – Meetings: Leadership and Productivity
• Decide when a meeting is the best forum.
• Complete essential meeting planning.
• Conduct a productive meeting.
• Manage meeting problems and conflict.
• Ensure that meetings lead to action.

Ch. 10 – High Performing Team Leadership
• Build an effective team.
• Establish the necessary team work processes.
• Manage the people side of teams.
• Handle team issues and conflict.
• Help virtual teams succeed.