Management 7421
Self-Leadership for Executives
Spring 2010

Professor

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Course Description: This course covers major theories, concepts, and principles of self-leadership. In addition, it applies critical thinking skills to self-leadership theories, concepts, and principles to facilitate deep understanding of self-leadership. Emphasis is given to understanding the overall logic of self-leadership, each stage of the self-leadership process, and to applying critical thinking skills to each element within each stage of self-leadership. Each student will prepare a self-leadership action plan, and individual studies will be pursued with group analysis and discussion at regular class meetings.

Course Objectives
1. To create an interest in and develop an awareness of self-leadership.
2. To provide an opportunity to explore, discuss and analyze major theories, concepts, and principles of self-leadership.
3. To provide an opportunity to learn and apply critical thinking skills to the major theories, concepts, and principles of self-leadership.
4. To assist graduate students with learning the application of self-leadership skills.
5. To develop a self-leadership action plan.

COURSE PROCEDURES

General. This is a seminar course. It requires high involvement, self-motivation, and a willingness to assume an active role in your own learning and self-leadership development. You will be responsible for leading weekly discussions of text readings and articles on various self-leadership topics. Along with leading a discussion on these materials, you are required to prepare and provide other students and me with written copies of your seminar materials (e.g., summaries of articles and text readings). The summaries challenge you to put into your own words the key ideas in the assigned material, and they assist with preparing for exams. Understand that I am not a “lecturer” in this course; I am a facilitator. After a couple weeks of my defining and elaborating self-leadership, we will adopt a discussion group format that will be lead by the discussion leader/s for the week’s topic. During the class, I will help focus the discussion on important issues related to each topic and interject points regarding ideas which may have been underemphasized or overlooked.
Specifics.

Tests. There will be two essay exams. The mid-term exam will cover all assigned readings, discussions, and written assignments for the first half of the semester. The final exam will cover all class material after the mid-term and may include a comprehensive question about self-leadership. Weights assigned to these tests for course grading are provided under the “Grading” section below.

Seminar Discussion and Text and Article Summaries. For each topic of self-leadership covered during the semester, I will assign a pair of students or you may volunteer to lead a class discussion. Per the syllabus, you will read and discuss in class identified text material and articles that relate to the self-leadership process and apply critical thinking skills to your assigned readings and discussions. Most articles can be downloaded from the university’s electronic library; I have copies of those not available from our library. You are more than welcome to supplement the syllabus material with other material you deem relevant to the topic, but you must cover the assigned material. You should include PowerPoints, handouts, and other supporting material to promote an understanding of the assigned material. Along with your presentation, you should prepare a written summary of the reading and presentation material for other students and me.

Self-Leadership Action Plan. During the semester, you will prepare a self-leadership action plan to be turned in at the end of the semester for partial fulfillment of the course requirements. The plan will cover four elements: 1) A personal purpose and core values statement, 2) Leadership vision, 3) Self-assessment of personal strengths and weaknesses, and 4) Specific developmental action plan. You will receive a detailed handout that explains the requirements of the plan.

Critical Thinking and Writing Assignments. For various topics in self-leadership covered during the semester, I may assign critical thinking and writing assignments. In addition, you will be completing various diagnostic tests to assist you in your self-assessments and self-leadership action plan. For example, self-assessment is one of the most crucial elements of self-leadership. An in class critical thinking and writing assignment for self-assessment may include writing a self-analysis to identify your purpose for working and to aid establishment of long-range goals. I will not grade these assignments, but they will count toward class participation, and I will check on their completion. The assignments may also be used for your self-leadership action plan and for class discussion.

Presentation. At the end of the semester, you will present to the class three to five of the most important lessons you learned about self-leadership in the course. The format for the presentations is open and flexible, but I do encourage you to use PowerPoint slides. The length will vary with the number of students in the class and the time available but usually will not exceed 15 to 20 minutes.

Turning in Assignments. All assignments must be turned in on the specified dates. For every work day that an assignment is late, the student and/or group forfeits a letter grade.

Tardiness. Please make every effort to be at class on time.

Tentative Class Schedule

(Jan 14) Course Introduction
(Jan 19 & 21) Overview of Self-Leadership

Christopher Neck & Charles Manz. Mastering Self-Leadership... (Chapters 1 & 2).

Linda Elder & Richard Paul. 2007. Analytic Thinking. (Entire pamphlet)


(Jan 26) The Search for Happiness

Video and discussion.

(Jan 28) Theoretical Foundations of Self-Leadership


(Feb 2 & 4) Purpose, Meaning, & Happiness at Work


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(Feb 9 & 11) Self-Assessment


(Feb 16 & 18) Personality and Self-Leadership


Stephen Zaccaro. 2007. Trait-based perspectives of leadership. *American Psychologist*, Vol. 62, pp. 6-16. (Focus on Figure 1 and the section, “A model of leader traits and leadership”)  


**(Feb 23 & 25) Goals & Planning**


**(Mar 2) More on Happiness, Work on Self-Leadership Plan & Test Review**

**(Mar 4) Test 1**

**(Mar 8-14) Spring Break**

**(Mar 16 & 18) Self-Change & Action**


**(Mar 23 & 25) Self-Defeating Behavior**


***(Mar 30 & Apr 1) Feedback, Self-Reaction, Learning***


(Apr 6 & 8) Relapse & Willpower


(Apr 13 & 15) Self-Leadership Failure


(Apr 20 & 22) Presentations: Self-Leadership Lessons & Takeaways

(Apr 27) Test 2

(May 6) Turn in Self-Leadership Action Plan

GRADING

Tests: Exam 1 and Exam 2: Exam 1: 25% Exam 2: 30% Total of 55%

Self-Leadership Action Plan: 20%

Leading Class Discussion, Participation, and Leadership: 15%

Presentations: 10%

Critical Thinking Writing Assignments: Not graded but may checked for completion

Grading Scale: A=100-90  B=89-80  C=79-70  D=69-60  F=59-0

1 This class schedule may change as the professor deems necessary. Changes will be announced in class. Students not attending class are responsible for obtaining this information.