

LEADERSHIP
Pforzheim University
13 May – 24 May, 2019

Professor: Dr. Tracy M. Maylett

E-mail: tmm@byu.edu or tmaylett@decisionwise.com

Classroom: W4.1.06

Office: W4.1.01

Course Description

Throughout our lives, each of us will have the opportunity and responsibility to take on various roles as leaders. These roles may be as local as a family or group of friends, or as global as a senior position in a world-wide organization. Regardless of the scope, the ability to lead well will have great impact individually and collectively.

This course examines leadership from multiple perspectives. Leaders are found in countless settings: business, governments, community, families, religious affiliations, sports, universities... the list goes on. This course will address leadership from the viewpoint that each person is a leader in multiple settings throughout his/her life.

We will address leadership in three overall subsections, which will be inter-mixed throughout the course:

1. Personal or individual Leadership- “Me” as a leader
2. Interpersonal Leadership- Leading others
3. Organizational Leadership- Leading organizations

The purpose in combining these three subsections is that students will gain both knowledge about the practice of leadership AND will build their own very personal leadership understanding, capabilities, and skills.

The primary deliverable of the class will be a personal “Leadership Profile.” The Leadership Profile is not only intended to provide an on-going project for this class, but also to provide a working document that provides you with long-term guidance about your leadership style.

Learning Objectives

By the completion of the course, students should demonstrate that they possess leadership competencies required for leading complex projects and teams—as determined by the following learning objectives:

- Demonstrate knowledge about different leadership concepts— both personality- and situation-related.
- Understand and articulate the difference between leadership and management, and apply these differences in appropriate situations and settings.

- Establish links between leadership theories, social science, and students' personal goals and life objectives.
- Identify, articulate, and begin to develop leadership-related personal strengths and talents, and make links with primary theories of leadership.
- Understand the key mechanisms of social influence and develop the basic skills of mobilizing and engaging others.
- Create a thorough Personal Leadership Profile— an assessment of personal capabilities and a plan to further develop leadership skills.
- Develop action plans to further increase leadership capabilities and strengths.
- Develop professional ability by drawing from the experiences and insights of others, acknowledging and building on others' ideas, and demonstrating respect toward others.

Course Materials

- **Readings:** Course readings will be available in your course packet.
- **Cases:** Cases will be included with your course packet.
- **MAGIC:** You will receive a copy of the book, *ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations*.
- **360-degree feedback:** You will participate in the *Leadership Intelligence® 360-degree Feedback* process. You will receive a copy of your feedback electronically during the course.

Grading

Grades for the course will be based on the following. You must pass *each* element in order to pass the course.

<u>Element</u>	<u>Weight</u>
1. Participation	30%
2. Application Presentation	15%
3. Leadership Profile Paper	35%
4. Leadership Profile Presentation	20%

Participation, Professionalism, and Contribution to the Learning of Others

Much of this class learning is based on group participation, which means that you will need to come prepared for discussion. This course is about developing your *own* leadership perspective and style. These insights will be apparent through your participation in our exercises and discussion.

1. **General discussion-** You will be called upon to lead various elements of our discussions. Although this may be uncomfortable at times, it is an important part of leadership, and a critical part of our course. You are expected to contribute often to class discussions, both voluntarily and when asked.
2. **Contribution to your learning community-** There will be several activities to complete throughout the course. With each of these activities, as well as in general discussion, you are expected to contribute to the learning of others.
3. **Preparation-** Without reading the assigned articles and other readings, your contribution to the class will likely be minimal. You will be asked to share your insights (not just to repeat the content of the reading material) throughout the class. It will quickly become apparent if a student is not prepared to do so.

This course is about leadership. There will be high expectations that students display leadership behaviors, including: participation, learning from others, organization, respecting others' viewpoints, supporting and assisting in others' learning, turning off electronic devices when appropriate, being attentive, and overall professionalism.

Application Presentation

During most class sessions, various students will be asked to present an article of their choice from the business press. I will provide you with a sign-up document to use in scheduling your presentation. For publication options, consider using well-known business outlets such as *Financial Times*, *Wall Street Journal*, *The Economist*, *Fast Company*, *Forbes*, *Business Week* or others. Select an article that has been published recently (e.g., within the last year or so), is related to the day's topic, and is particularly **relevant and interesting to you**. Blogs from personal sites are not appropriate for this type of presentation.

The article you choose must be a business application or illustration of a specific concept that is **scheduled to be covered during the class period of your presentation** (see course outline). Your analysis of the article should NOT be a review or a description of the concept or topic, but rather should illustrate an application of how the concept operates or is applied in a leadership and/or organizational setting.

The students in the class will not have read the article you select. Please ensure that the point of the example(s) is (are) articulated clearly enough so that the connection you are making to class material is apparent to the audience. What was the issue? What action was taken? What was the final result? How do you think differently about the concept illustrated by this example because of what you know now? I suggest that you draft a few key questions that emerge as a result of what you learned. You may even ask the class a question or two when relating the article to the materials we will discuss in class. The objective of this exercise is to: (1) integrate ideas from the business press with class material (e.g., readings, cases), and; (2) develop skills in integrating and presenting your analysis. You will have **5-6 minutes** to make your oral presentation. Please stay within these limits. Use of PowerPoint or other visual aids is encouraged (**set up your visuals before the presentation begins**). We will discuss insights from each presentation after it is given.

Use an innovative approach to contribute to our understanding of the article you are discussing and its relation to the day's leadership topic. This can be an applicable video clip, a practical tool, a model or framework, a picture, a story, etc. It must be relevant to the topic and must be appropriate (it can be controversial, but not offensive). Email me a copy of the actual presentation (without the video, please), including the reference for (or link to) the article and the "sticky" content you decide to use, prior to giving your presentation. Part of your application presentation grade is based on me receiving this prior to your presentation.

Note that because you have a very short time constraint for this presentation (5-6 minutes), your presentation should be clear, concise, and succinct, and should get the message across to your audience.

Leadership Profile Paper and Presentation

The purpose of this assignment is for you to step back and analyze *your personal* leadership capabilities by creating your own unique leadership profile and development plan. Your personal leadership profile will be an in-depth analysis of your leadership skills, strengths, and potential, along with a thorough plan for how you will develop your leadership capabilities in the future. Additional details will be provided during the first class sessions.

Before the first class session begins, you will be asked to participate in a **360-degree feedback process** in which you gather information about your performance and behaviors. You will include this data in this profile. Some of our readings, class discussions, and class activities will also directly feed into this profile. This Profile is a very valuable opportunity, and students often report that this is one of the most helpful components of the course.

On the final day of class, you will submit your leadership profile and present the findings to the class in a leadership profile presentation. The leadership profile presentation will allow you to showcase what you have learned about yourself and what areas you need to develop. I will provide to you a detailed outline of the key elements of your leadership profile paper and presentation.

COURSE SCHEDULE

Please read and be prepared to discuss all articles/cases BEFORE coming to class.

Session	Topics	Assignment Given	Assignment Due Today	Packet Materials/Cases/Assignments (Due for discussion today)
13 May	(Monday, 13:45-18:45) LEADERSHIP OVERVIEW			
1	Course introductions, structure, and outline Colonization Exercise Personal, Interpersonal, and Organizational Leadership	Application Presentation Instructions		
2	Leadership Theories: Trait, Authentic Emotional Intelligence Leadership Vs. Management IKEA Case Study	Leadership Profile Instructions ALDI Case Study		Readings (Read prior to class- we will discuss this in class today): "What Makes a Leader?" D. Goleman <i>Harvard Business Review</i> , Nov- Dec, 2001. Case (Read prior to class- we will discuss this in class today- no need to prepare in depth, however): <ul style="list-style-type: none">Ingvar Kamprad and IKEA (1996)IKEA's International Expansion (2013)
16 May	(Thursday, 15:30-18:45) PERSONAL LEADERSHIP			
3	Self-As-Instrument 360-degree Feedback	360-degree Feedback Action Plan Instructions	Application Presentations	Exercise: 360-degree feedback—You will receive your 360-degree feedback report by email today. Please bring it with you to class (either electronically or printed).
4	Personal Strengths and Areas for Development Bringing out others' strengths Engaging as a leader	Relationship Network Diagram Instructions	Application Presentations	Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations</i> . Read the Introduction and Chapter One, Myths of Engagement-- Pages 1-35. "Making Yourself Indispensable." Zenger, Folkman, & Edinger, <i>Harvard Business Review</i> , October 2011.
17 May	(Friday, 11:30-17:00) ORGANIZATIONAL LEADERSHIP			
5	Motivation Theory MAGIC—(M-A) Meaning & Autonomy The Employee Experience- Peer Interview exercise		Application Presentations	Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations</i> - Read Chapter Two, The Power of Engagement: How and Why Engagement Works-- Pages 37-63.
6	MAGIC— (G-I-C) Growth, Impact, Connection ALDI Case Study	Leadership Profile Status Update	Application Presentations	Case (Read prior to class today) ALDI Case Study

(Thursday, 15:30-18:45) INTERPERSONAL LEADERSHIP				
23 May				
Session	Topics	Assignment Given	Assignment Due	Packet Materials/Cases/Assignments (Due for discussion today)
7	Engagement and motivation (cont.) The impact of the leader on the organization Leading teams Your personal leadership network Engagement self-assessment		Application Presentations Relationship Network Diagram	Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations.</i> - M-A-G-I-C. Read (a light reading is okay, but you should understand the concepts) Pages 67-185. "Making Star Teams Out of Star Players," Mankins, Bird, & Root, <i>Harvard Business Review</i> , Jan-Feb, 2013. Exercises: Relationship Network Diagram Take the "Engagement Self-Assessment" at: http://assessment.engagemagic.com . Bring your results with you to class.
8	The leader as a coach Personality preferences and styles Building Trust The Gas Station Exercise		Application Presentations	Readings: "The Enemies of Trust," Galford & Drapeau, <i>Harvard Business Review</i> , February, 2003. Exercises: Continue preparing your Leadership Profile Papers and Presentations
24 May	(Friday, 11:30-17:00) EXECUTION AND THE "LEADERSHIP HABIT"			
9	The Leadership "Habit"- Long-term sustainability Day-to-day leadership		Leadership Profile Papers and Presentations	Readings: "What is your story?" Herminia Ibarra & Kent Lineback, <i>Harvard Business Review</i> , January 2005, pp. 64-71. Exercise: Student leadership profile presentations
10	Leadership and Career Development Your action plan- the "What's Next" Execution Course Wrap-up		Leadership Profile Papers and Presentations	Readings: "The Brand Called You" Tom Peters <i>Fast Company</i> http://www.fastcompany.com/28905/brand-called-you . Exercise: Student leadership profile presentations (continued)

*Course Schedule subject to change

About the Professor

Dr. Tracy Maylett is the Chief Executive Officer of DecisionWise, a leadership and organization development firm providing feedback on individual and organization performance. Based in Provo, Utah, USA, with partner locations throughout the world, DecisionWise operates in over 70 countries and provides leadership assessments and development in over 30 languages.

Dr. Maylett joined DecisionWise as President in 2003, coming from Modus Media International in Boston, where he was Vice President of Organization Effectiveness. Prior roles have included human resources, training and development, retail management, and business process engineering. He assumed the CEO position in 2009.

Tracy currently teaches courses in Leadership and Management, Talent Management, and Organizational Effectiveness in both undergraduate and graduate programs in the Marriott School of Business at Brigham Young University (BYU) in Provo, Utah, USA. He is also involved in the Honors Program at the university, where he teaches Unexpected Connections (connecting the field of Social Sciences to Art). Each spring from 2015-2019, Professor Maylett also taught leadership courses at Pforzheim University in Germany. Tracy has a Doctorate in Organization Change from Pepperdine University, an M.B.A. from BYU, and a B.A. in Education from Utah State University. He has also received certification as a Senior Professional of Human Resources (SPHR; SHRM-SCP). His professional and academic focus has been leadership, organization culture, and employee engagement. He is the author of numerous professional publications relating to Leadership, Feedback, Human Resources, and Change. He contributes regularly to, and his work is often cited by, such publications and sources as *The Wall Street Journal*, *Entrepreneur*, *Financial Times*, *BusinessWeek*, and *CNN*. Dr. Maylett's book, *ENGAGEMENT MAGIC: Five for Engaging People, Leaders, and Organizations* was released in 2019. His previous book, *The Employee Experience: How to Attract Talent, Retain Top Performers, and Drive Results*, was released in January of 2017 by Wiley publishing, and was the #1 best-selling international business book through both Amazon and Barnes & Noble.

Tracy and his wife, Lindy, are the parents of 4 boys. They are the proud grandparents of two grandchildren.