ADGR 773001 / ADSY500101
Leadership and Innovation
3 Credits
Fall 2015

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Schedule: Wednesday, 6:15 – 9:15 P.M
Room: Stokes 145N

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
ADGR 773001 Leadership and Innovation
Positioning organizations and individuals for success amid volatile global financial, economic, technological and political uncertainty demands principled, insightful leadership as well as imaginative, innovative and operational expertise. Course examines disruptive sources (including fraud, scandals), the accelerating pace of change which renders past experience and knowledge insufficient, and the need for leaders making decisions about the future to think and behave like innovators. Focus is on creating open optimistic climates that engage employees, develop skills and talents, and promote continuous knowledge sharing, smart work designs and creative problem solving. Explores strategies critical to influencing performance and implementing customized responses to motivation, morale and performance issues.

Course Objectives
The course will introduce students to traditional and contemporary theories of leadership through an examination of principles of innovative thinking and crisis management drawn from real world examples in the corporate, public interest and political spheres.

Working in small teams, students will research and present on an example of innovative leadership, learning in the process fundamental aspects of both leadership and “followership” in a successful endeavor.

Students will be challenged to recognize their personal leadership abilities and styles and to recognize and embrace leadership opportunities in their work and personal environments.
Students will discover their personal experiences of leadership across cultural settings and will learn the impact of culture, gender, and age in the embrace of innovation by analyzing how institutions and individuals position themselves for success in today’s rapidly changing marketplace.

Students will discover their experiences of ethical decision-making as a cornerstone of developing their leadership styles and as a key component in successful business and public interest enterprises.

**Grading**
There will be written in-class exercises calling for students to express an opinion or comment on relevant reading and class discussion. Additionally there will be an oral report/group presentation on a topic of the student group’s choice and one 5 – 7 page opinion paper to be assigned on December 2, 2015, and due at the last class on December 9, 2015.

25% of the grade will be based on class exercises and class participation.
25% of the grade will be based on the oral report/group presentation
50% of the grade will be based on the final opinion paper.

*WCAS Grading System*
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)**
Classes will include lecture materials and discussion of the reading assignments. Students are expected to participate in the class discussions and to identify issues relating to current topics in leadership through a “Person of the Week” or “Question of the Week” segment in each class. Opinions and questions are essential for a lively discussion of the topics presented. Regular and punctual class attendance is expected.

*ON LEADERSHIP*, Gardner, The Free Press, 1993
*ON MANAGING YOURSELF*, Harvard Business Review Press, 2010

**Selected handouts**

**Text(s)/Readings (Recommended/Reference)**
THE INNOVATOR’S DILEMMA: WHEN NEW TECHNOLOGIES CAUSE GREAT FIRMS TO FAIL,
BREAKING AWAY, Stevenson and Kaafarani, McGraw Hill, 2011

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.
Consistent with our commitment of creating an academic community that is respectful, effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Course Assignments**

Opinions and questions are essential for a lively discussion of the topics presented. Students are expected to be observant in their daily work about relevant points covered in class and to be prepared to present on those observations and insights. It is expected that 6 hours per week of your study time will be spent on out-of-class assignments and exercises. Several of these are listed below, but additional exercises will be included after guest speakers. Please note that some weeks will require more time and some weeks less time but the average is approximately 6 hours per week over the semester.

Each week students are expected to be prepared to discuss the “Question of the Week” based on that week’s assignments. Additionally students are expected to complete out of class course assignments which are based on the readings, class discussions and lectures prior to the due date. See the assignments listed in the week by week, class by class syllabus below.

**UPDATED SYLLABUS: 07/07/15**

**CLASS 1 – September 2, 2015:**

**Course Introduction and Overview**
Observations on Leadership; Asking the Right Questions

Who Are the Great Leaders?
Are Leaders Born or Made?
Can Leadership be Taught?
Can Leadership be Learned?

Worksheet (in class): Where have you observed leadership both positive and negative?

Assignment due 09/09/15:
Worksheet: Who are the great leaders and in what area did they lead?
I. QUALITIES OF PRINCIPLED LEADERSHIP

CLASS 2 – September 09, 2015

Attributes of Leaders

Question of the Week: What are the qualities of great leaders?
Assignment: Collins, Chapter 2, “Level V Leadership” pp. 17-40;

Assignment:
Worksheet due 09/16/15: What are the qualities of principled leadership?

CLASS 3 – September 16, 2015

Question of the Week: Who are the great leaders?
Assignment: Collins, Chapter 4, “Confront the Brutal Facts” pp.65-89
Collins, Chapter 1, “Good Is the Enemy of Great” pp.1 – 16; Chapter 3, “First the Who … Then the What” pp. 41 – 64.

CLASS 4 – September 23, 2015:

Question of the Week: Who’s got the power and what are they doing with it?


CLASS 5 – September 30, 2015:

Question of the Week: Are leaders born or made?
Discussion of Hand-out on Oral Reports

II. THE HERE AND NOW: LEADERSHIP IN TURBULENT TIMES - Disruptive Forces
CLASS 6 – October 7, 2015:

*Question of the Week: What are current disruptive forces and events challenging organizations’/individuals’ efforts to succeed?*

Who Is John Gardner? “The biggest gamble of my career”
Reflections on Risk-taking and Leadership


CLASS 7 – October 14, 2015:

*Question of the Week: Who’s Got the Monkey?*


Worksheet Assignment due 10/11/15: What are some monkeys you are currently dealing with and how have you dealt with them?

Handout: for discussion 10/28/15: “The Leadership Imperative” from Stevenson and Kaafarani: BREAKING AWAY.

CLASS 8 – October 21, 2015:

*Question of the Week: What qualities of good military leadership might be appropriate for civilian leadership?*

Guest Speaker: Brigadier General Rudolf Peksens, US Air Force (Retired) on Military Leadership: The thin line between risk-taking and aggressive leadership from Thermopylae to Abbottabad

II. THE HERE AND NOW: LEADERSHIP IN TURBULENT TIMES – Tools of the Trade for Innovative Leadership

CLASS 9 – October 28, 2015:

*Question of the Week: From bumper stickers to tweets and memes, why is “going viral” a good thing?*
Discussion of “The Leadership Imperative” from Stevenson and Kaafarani: **BREAKING AWAY**.

Discussion of written assignment on “Who’s got the Monkey?” from 10/14/15

Introduction to Disruptive Innovation

CLASS 10 – November 4, 2015:


IV. POSITIONING AN ORGANIZATION/INDIVIDUAL FOR SUCCESS

CLASS 11 – November 11, 2015:

*Question of the Week: Do values really matter?*

Guest Speaker: Clementina M. Chery, President and CEO, Louis D. Brown Peace Institute: Transforming Pain and Anger into Power and Action

Collins: Chapter 5, “A Culture of Discipline” pp. 120 – 143.

CLASS 12 – November 18, 2015:

**ORAL REPORTS: Group 1 and 2**

*Question of the Week: When is it innovation and when is it folly? Can you learn to manage risk?*


Written Assignment to be submitted via email by Wednesday, November 25, 2015
What is the application of this course to your work and your life?

**Wednesday, November 25, 2015**

THANKSGIVING BREAK NO CLASS
WRITTEN ASSIGNMENTS DUE VIA EMAIL BY 6:30 P.M.
CLASS 13 – December 2, 2015:

**ORAL REPORTS: Group 3 and 4**

**Conclusions**

**Questions of the Week: Why do metrics matter?**

**Written Assignment:** What are the metrics by which we measure the value of this course? What Are the Metrics of Success? Assignment: Christensen: HBR, “How Will You Measure Your Life?” pp. 1 – 12.

CLASS 14 – December 9, 2015:

**Question of the Week: Contemporary Heroes: Leaders or Celebrities?**

“Deflategate”

Boston 2024

**Final Exam Distributed: Due at the beginning of class Wednesday, December 16, 2015.**

CLASS 15 – December 16, 2015

**Turn in Take-home exam**

Review exam

Final Reflections