

SYLLABUS
Includes ASSIGNMENTS AND REQUIREMENTS
MAHARISHI INTERNATIONAL UNIVERSITY



COURSE TITLE:
Leadership for Technical Managers
STC-2 506B2

Adjunct Professor and President of the Leadership
Group International
Jim Bagnola

August 16 through August 26, 2021

Maharishi International University is an Equal Opportunity Institution.
BBB © 2012 Maharishi International University

Transcendental Meditation®, TM®, TM-SidhiSM, Science of Creative Intelligence®, Maharishi Transcendental MeditationSM, Maharishi TM-SidhiSM, Maharishi Science of Creative IntelligenceSM, Maharishi Vedic ScienceSM, Vedic ScienceSM, Maharishi Vedic Science and TechnologySM, Consciousness-BasedSM, Maharishi International University, and Maharishi University are registered or common law trademarks used under sublicense or with permission.

The good leader is one who solves the problems of his followers. Appreciation of the good qualities of his followers is most important. If a man is 99% bad and just 1% good, if you allow that 1% to emerge and be noticed, this will encourage him to “I am one may I become many.” It inspires followers to grow in all good. Qualities that are no good we do not dwell on; we bring up the promising features. — Maharishi Mahesh Yogi March 21, 1971 Founder of Maharishi International University

ABOUT THE PROFESSORS:

Jim Bagnola, Adjunct Professor of Management

Cell: 512-431-2127

Email: leadership@earthlink.net

Website: www.Jimbagnola.com and jimbagnola.ro

Facebook <https://www.facebook.com/jim.bagnola> and **LinkedIn** <https://www.linkedin.com/in/jim-bagnola-113155/>

Jim is an international speaker, executive coach, and corporate educator. He has been in this business for twenty-four years. Jim’s book “*Becoming a Professional Human Being: How to Enjoy Stress Free Work and Personal Happiness using the Mind/Body/Work Connection*” was published in 2012. The book is a best seller in Japan and Romania where Jim has offices.

Jim has a Doctor Honoris Causa: Management, University of Agronomic Sciences and Veterinary Medicine, Faculty of Management. Bucharest, Romania. He is a Global Mentor for the World Bank coaching entrepreneurs. Master of Arts in Consciousness and Human Potential (formerly Vedic Science) Maharishi International University, M.A in Applied Psychology, University of Santa Monica, B.A. in Political Science, University of Akron. He earned his CSP (Certified Speaking Professional) from the *Global Speakers Federation*. (Only approx.. 700 worldwide). Selected Clients: Shell Oil Company, U.S. Secret Service, Marriott Hotels, Siemens, Motorola, Scotiabank, Hella (Romania), Ecolab, Continental, Hilton Hotels, United States Navy, Foxconn, Oracle, Microsoft, National Bank of Cambodia, Honeywell, UniCredit (Italy), Legrand (France), Raiffeisen Bank (Austria) and Food and Drug Administration. Jim managed world-famous, Canadian magician Doug Henning in Hollywood.

Debbie Kolberg Smith, Course Director

Cell: 641-919-0517

Email: dkolberg@miu.edu

COURSE GOAL

The goal of this course is to provide students with knowledge and skills in leadership including communication skills, as preparation for future leadership roles. Develop creativity and comprehensive awareness for success without stress. Understand the significance of consciousness for business professions. Improve leadership skills.

By the end of this course, students will know the answers to the following questions:

Leadership for Technical Managers

1. Are there natural born leaders?
2. What is the difference between managing and leading?
3. What is management malpractice and how does it lead to self-sabotage?
4. What one element is required to be a leader?
5. Is “followership” a derogatory term?
6. What is the difference between a subordinate and an engaged employee?
7. What are the many intelligences required to lead in this era?
8. Does a person’s title automatically confer leadership?
9. Can you develop influence without, in spite of, or beyond authority?
10. What function does competence, caring, and trust play in the discipline of leadership?
11. Is leadership the responsibility of the management team alone or is it truly everybody’s business?
12. Is there scientific research available to assist the organization in improving its individual and team leadership skills?
13. What 21 flaws can hinder relationship building?
14. What is the role of feedback in the process of leading?
15. What are the fundamental principles that enable one to upgrade their influence skills to a 360-degree status?
16. How can one use the READS tool to upgrade the organization’s ability to communicate?

17. Do followers have to take the same risk as a leader?
18. How do we deal effectively with the uncertainty and ambiguity of risk taking?
19. What are the skills required to lead in this global environment?
20. How do we balance inquiry/listening with advocacy/assertiveness?
21. Are you aware that not everyone will follow you and that it is not absolutely necessary that all follow?
22. Knowing that feedback is essential to the leading process how do we get over the fear of giving and receiving it?
23. What is employee autonomy and empowerment? How can it be measured with the four-box model?
24. What is energy management?
25. What is the 50/50 rule in leadership responsibility?
26. Do people follow titles? If not, what do they follow?
27. How is leadership connected with the first law of customer service?
28. What does this statement mean: "No feedback is feedback?"
29. How important is relationship building to the process of leading?
30. How does leadership influence productivity?
31. What is the source of 80% of the problems found in the workplace?
32. How often should you receive anonymous feedback from your employees?
33. How often should you give formal feedback to your direct reports?
34. What is your real profession as a manager/leader?
35. Who do you work for as a supervisor/manager/leader?
36. How do health and leading influence each other?
37. What does research tell us the number one reason for a heart attack is?
38. What is the difference between compliance and commitment?
39. What is the meaning of this quote? "No one is good enough to lead without consent."
40. How do you develop the courage to accept that you may not succeed and act anyway?
41. Do you have to have charisma to lead effectively?
42. What is the meaning of this statement: "It takes a strong stomach to listen to how others see you."
43. Why would you follow someone? Why would people want to follow you?
44. What is the appreciate/improve tool?
45. What is the difference between micromanaging, abdication, and active participation?
46. What is the role of women today in leadership roles?
47. Are you spending more time on a fancy strategy and losing sight of the fundamentals of leading a department or organization?
48. How do you make the course stick? What processes will you incorporate into your culture to stabilize authentic leadership in your organization?
49. How can you use follow-up coaching to reinforce the principles and practices of the course?
50. How will you reinforce and teach the concepts of "Leading is Everybody's Business" with your direct reports, associates or immediate supervisor?

COURSE DESCRIPTION

STC-2 506B Leadership for Technical Managers

This course introduces new knowledge so that authentic leadership is reflected and multiplied at every level of the organization, thereby increasing productivity and lowering stress. The goal of the course is to take the individual and team to the next level of success by focusing on improvement of communication, leadership, and influence skills.

Weekly Review

Week 1 Sunday August 15		Monday August 16		Tues. August 17		
		Session One The Leadership Moment Law #1 Tools: Insight to Action Feedback Intelligence for the day Emotional Intel Assignment 1 due Tues 10AM		Session Two Sharing assignment in teams Leading Versus Managing Law #2 Tools of the day Intel of the day Social/Emotional Assignment 2 due Wednesday 10AM		
		Wednesday August 18		Thursday August 19		
		Session Three Sharing Assignments Leadership: A field of Interaction Law #3 Tools of the day Intel of the day: Generational Intelligence Assignment 3 due Thursday 10AM		Session Four Influence Law # 4 READS tool: positioning oneself to Influence and be influenced Collective Intel Assignment 4 due Friday 10AM Personality preference		
		Friday August 20		Monday August 23		
		Session Five Law #5 Leading is an Event Sharing Assignments Tools of the Day TM, Exercise, Sleep Intel of the day Raw Intelligence Pure Intel No homework		Session Six Laws #6 and #7 Uncertainty, Risks, Challenges, Roadblocks Beyond Rules and Regulations Courage Tools and Intel: Management of Energy Assignment 5 due Tues. 10AM		
		Tuesday August 24	Wednesday August 25	Thursday August 26		
		Session Seven Laws #8 and #9 Growth Mindset vs. Fixed Mindset Learning vs. Judgmental mindset Self-talk Referring back to values Assignment 6 due Wednesday 10AM Cultural intel	Session Eight Review/Summary Final Paper due Assignment 7 What kind of leader will you be due Thursday 10AM	Session Nine Reading of Final Papers Challenge: those who haven't read their papers to the entire course can perform this day. Half day.		

STC- Assignments by day:

Part 1 of each Assignment is written below.

Part 2 of each Assignment: Review the Action Ideas In the handout entitled **Laws and Action Ideas** for the Law or Laws covered on that day. Choose two or three action ideas that will increase your leadership skill. All Laws have Action Ideas listed that you can choose from. Title that part of your handout “Action Ideas”. Explain in a half page how those action ideas will assist you in being more productive, efficient or successful. Relate the action ideas you have chosen to real experiences in your previous or current workplace. State the law of the day and the two action ideas you choose and then write how they will help increase your productivity. Background check

Assignment One: Due Tuesday 10AM August 17th One-two pages, double spaced talking about a leader in your life. It must be a **personal** leader in your life. Someone you know personally: a parent, teacher, coach or mentor. Why do you want to be like this person? What were their characteristics? What did they do to make an impact on you as a leader? **Someone not listed on Wikipedia.**

Part 2: Remember to add your half page on Action Ideas under law #1 on page #5. You will have 8 to choose from. Include how you will use them to increase your productivity and efficiency. Choose two action ideas.

Assignment Two: Due Wed. 10AM August 18th One-two pages double spaced on an event in your life which allowed you to discover that you can lead, that you have the ability/skill to be a leader.

Remember to add the half page section on two action ideas from the Action idea handout under the law #2 on page 6. You will have 7 ideas to choose from.

Assignment Three: Due Thursday, 10AM August 19th One-two pages: What are your personal strengths and challenges as a Millennial/Gen X or other generation? There are different names given to these age groups and even different years attributed to these groupings in different countries. For the purposes of this class if you were born between 1980 and 2000 you could consider yourself a Millennial. If you were born between 1960 and 1980 you can consider yourself a Generation X. Use the internet as a resource but write in your own words and annotate when quoting. By the way, your personal strengths or challenges as you see them may be different than the ones listed in the research. See slides on Millennials in the resource area of Sakai and do research on line.

Remember to add two action ideas from the handout on Laws and Action Ideas after Law Number 3 covered on this day. Write out the Law number 3 and then two action ideas from any of pages 8, 9, 15,16. You will have many to choose from.

Assignment Four: Due Friday 10AM August 20th : Go to the website for the personality test:
<https://www.16personalities.com/free-personality-test> 16 personalities

Take the test and then click on “full description” of your personality type. It contains four letters plus a fifth descriptive. Example: ENFP

Using the full description, please write 1 - 2 pages on your personality type.

Example: I am an ENFP: I myself am more intuitive. I am a big picture thinker, not a detail-oriented thinker.

You may disagree with something or agree with most; please include your thoughts in your paper. These are your personality preferences. Please remember to annotate (document where you got the information).

Discussion: Be prepared to share your description of yourself with your small group in class and share at least one thing you learned about yourself.

Assignment Four Part 2: Under law #4 In the Laws and Action Ideas you will find some information relating to Law 4 but the Action ideas are in a different location. Please choose action ideas under “**The Five Foundations to position yourself to influence and be influenced**” in the table of contents. You can click on this topic in the table of contents and you will be taken to the twenty one action ideas **on pages 3 and 4 of the handout Laws and Action Ideas. Part One has eleven pages and these action ideas are in part two pages 3 and 4. You will have 21 action ideas to choose from. The question is what actions will you use to insure that you get the maximum number of followers knowing that not all will follow you and your initiative. These action ideas increase the possibility of you influencing others and being influenced by them. Choose two and write one half page on how you will use them.**

Assignment Five: Due Tuesday at 10AM on August 24th Leading is Management of Energy. Write a one-two page paper, double spaced on how do you plan to increase and replenish your energy levels, your creativity, and your capacity to remain personally competitive ? This is your sustainable, competitive advantage. The opposite of increasing capacity and energy levels is burnout.

Remember to add the half page paper on two action ideas under law number 5 on page 18 and how these ideas might increase your skill as a leader. You will have just 3 action ideas to choose from.

Assignment Six: Due Wed. August 25th at 10AM One-two page paper: You will have an opportunity to research a country other than your own country, comparing and contrasting it to your country. Write about these dimensions. Use the resources in your handout entitled **Toolbox** to do your research. Page 23.) (Slides 49-57 Intel) (ErinMeyer.com) (Cultural Atlas.com)
http://news.bbc.co.uk/2/hi/country_profiles/default.stm

1. Communicating: Low Context (direct, clear) U.S., Canada, Australia, Germany, Netherlands vs. High Context (Indirect: Read between the lines, Read the air) Japan, China, India, Saudi Arabia, Korea, Indonesia, India
2. Evaluating: Direct Negative Feedback (frank, blunt, honest) Russia, Israel, Germany, Netherlands, France vs. Indirect Negative Feedback (soft, subtle, diplomatic) Japan, Thailand, Indonesia, Korea, Saudi Arabia, India, China
3. Persuading: Principles First (begin with a fact, statement, conclusion or opinion and later add concepts to back up or explain the conclusion) France, Italy, Spain, Russia, Germany vs. Application First (first develop the theory or complex concept before stating the conclusion, fact, statement or opinion) U.S., Canada, Australia, UK and Netherlands
4. Leading: Egalitarian (equal: a facilitator among equals) Israel, Canada, Australia, Sweden, Denmark vs. Hierarchical (power distance is great; status is primary; distance between boss and subordinates is high) Japan, Korea, Nigeria, Russia, India, China, Saudi Arabia, Poland
5. Deciding: Consensual (decisions are made by groups through unanimous agreement) Japan, Sweden, Netherlands, Germany, UK vs. Top down (decisions are made by individuals usually the boss) Nigeria, China, India, Russia, Italy
6. Trusting: Task-based (what we need to accomplish is primary; trust is built by business related activities) U.S., Netherlands, Germany, Australia, UK vs. Relationship-based (relationship is primary; trust is built on sharing meals, evening drinks, sharing personal time, relationships are built slowly over the long term) India, Saudi Arabia, Nigeria, China, Japan, Turkey, Thailand, Russia
7. Disagreeing: Confrontational (disagreement and debate are positive; open confrontation is appropriate and will not negatively impact the relationship) Israel, France, Germany, Russia, Denmark, Spain, Netherlands, Italy, Australia vs. Avoiding Confrontation (disagreement in debate is negative; open confrontation is inappropriate; it will break harmony and negatively impact relationship) Japan, Indonesia, Thailand, Ghana, China, Peru, Saudi Arabia
8. Scheduling: Linear (clear, ordered, one thing at a time, no interruptions, one step at a time) Germany, Switzerland, Japan, Sweden, Netherlands, U.S, Denmark U.K. vs. Flexible (approach is fluid, ever changing tasks; interruptions are acceptable; adaptability and flexibility are valued over organization Saudi Arabia, India, Nigeria, Kenya, China, Brazil, Turkey, Mexico, Italy, Russia, Spain
9. Anything else that stands out about the culture.

Write your assignment based on the information you **get from the resources on page 23 of the Toolbox Handout and from your classmate and the conversation you had about each other's country.**

Part 2: Remember to state laws 6 and 7 and choose two action ideas on page 9 of the Laws and Action ideas. Write out the action ideas that you choose and then how you might use them. You will see main points listed under each law that will help you to know how the action ideas will help you be more effective. There are 11 action ideas to choose from.

Assignment Seven Due Thursday August 26th at 10AM

After two weeks of thinking about being a leader answer the following question: **“What kind of leader do I plan to be?”** Incorporate any new ideas you learned: principles, tools, laws, action ideas or concepts. **Two-page paper on this topic. No additional Action Idea page is required for this homework.**

Course Objectives and Corresponding assessments

<u>Objective</u>	<u>Means of Assessment</u>
1. Better understand your own leadership theories and values	Session papers
2. Explain principles of effective leadership and apply them in small group activities	Action Idea writing assignments
3. Speak in public with more confidence and give and receive feedback more effectively	Presentation of personal leadership break-through
4. Reflect on the development of your own leadership competencies	Daily
5. What kind of leader will you be	Final paper

COURSE CREDITS: This 2-week required, graduate course offers **2** units of credit.

Requirements to Pass this class:

1-Attend all classes for the entire two weeks. (Absences are excused only if you are sick in bed or have a family emergency. You must get approval before an absence. **More than One absence is unacceptable. If you do get permission to be absent make sure you remind the Teaching assistant to turn on the recording option for your review if the course is hybrid or partly online.**

2-Hand in all homework on time.

3-Participate in all activities of the class.

4-Turn phone off during the class. *Use on lunch break

5-Be on time.

COURTESIES and Expectations

Courtesies:

1. If online please log in to class a few minutes early so the class can start on time.
2. Please prepare for each class by reading the assigned material listed in the syllabus. Come to class prepared to discuss and apply the ideas in your readings or our discussions. Please ask questions when you have them. Questions are good learning opportunities for everyone.

ACADEMIC HONOR CODE

Personal integrity, honesty, and honor are essential qualities of an ideal student and a developing leader. The University has established an Honor Code that sets forth the standards of academic honesty and personal integrity expected of all students. This course will be conducted in strict conformity with the Honor Code. The Code and related procedures can be found at http://www.miu.edu/pdf/2011-2012_Student_Handbook.pdf. The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place.

We will use a site called “Turnitin” or a similar application. It can detect the percentage of copying if any.

When the instructor clicks on the "Grade" link under the Assignment there will be a new column in the list of student submissions: "Turnitin". Once we have gotten a response from Turnitin, there will be an icon in that column. For a quick overview, just look at the color of the icon. It is based on the percent that overlap items in the Turnitin database:

- Red 75-100
- Orange 50-75
- Yellow 25-50
- Green 0-25
- Blue exactly 0

If you place your mouse over the icon, you will see the actual percentage. If it is a red icon then 75-100 % of the homework was copied.

<https://content.sakai.rutgers.edu/access/content/public/turnitin.html>

If your work is found to be the property of another you will be required to do a paper on Integrity and its relationship to intellectual property.

If this is found twice in your homework **you will fail the course. Just annotate! Let us know where you borrowed the idea from.**

PUNCTUALITY

Punctuality is expected and required in the professional world. People commonly lose their jobs for being late — especially new college graduates unfamiliar with professional expectations. Colleges and universities have come under criticism for not properly preparing students in these values.

Therefore, we place a similarly high value on logging in on time or arriving on time for every class session. If students are late, they disrupt the learning environment and may miss the wholeness of the lesson. Coming late is unprofessional and shows lack of courtesy to the instructor and to fellow students.

Thus, the faculty request that students arrive a couple minutes early, so everyone is seated and settled when the class begins. Well begun is half done.

Punctuality also extends to returning from the class break in a timely fashion (after 5 minutes).

If you need to be late to class for some reason beyond your control (a dentist appointment, for example), please arrange that with me ahead of time.

CRITERIA FOR EVALUATION

Your grade in this course will be based on your performance on the following:

Attendance	20%
Written assignments	65%
Participation: Engagement in classroom and team activity	15%
TOTAL	100%

Grading Pass//Fail	

CLASS ACTIVITIES AND ASSIGNMENTS

LEADERSHIP ACTIVITIES

Leadership can be viewed as a set of skills and behaviors that every person can learn, practice, and master. This course has been designed so that every student will have an opportunity to lead a group during the course, to observe other student leaders, to receive feedback on formal leadership skills, and to reflect on groups and group process in general.

By leading the small groups, you will gain skill in:

- speaking before the group
- tailoring one's mode of speaking and behaving for the particular individuals in the group.

The form also has a required section for paragraphs for both points of appreciation and areas for improvement, if needed, of whatever type you as the evaluator deem appropriate.

PARTICIPATION

Participation will include attendance and punctuality, participation in class and small group discussions and team activities.

THEMES OF THE COURSE

COURSE INTRODUCTION AND OVERVIEW

THEME I: LEADERSHIP

1. Leading is Everybody's Business: The External Dimension of leading. The Nine Natural Laws
The Leadership Challenge: Leaders Manifest the Qualities of the Unified Field
2. The Three fundamental Skills of a Leader: Public speaking, Giving Feedback, and Receiving Feedback
3. Practical application (Tools/technologies)

THEME II: APPLICATION OF THE KNOWLEDGE GAINED

WHOLENESS OF THE COURSE

MAIN POINTS

1. Leading is an influence process through which leader-follower relationships are established. Leadership is the power that results from this field of interaction. There are laws making up the science of leading and a creative aspect of the discipline making up the art of applying those laws.
2. Teamwork is the partnership created by the roles of leading and following. The ability to move in and out of these roles gracefully creates teaming. The result of leadership and teaming is the release of the full potential of each individual team member resulting in higher productivity, less stress, and greater satisfaction.
3. Taking the role of the leader involves taking responsibility, enhanced creativity, sharper decision-making ability, and highly developed social skills. This requires a more coherent brain function. The practice of the Transcendental Meditation Program increases coherence, effortlessly sculpting the Cortex, the CEO of the brain. The result is global brain coherence allowing for the development of the most valuable qualities of human life.
4. Regular practice of the TM Program results in the development of higher states of awareness until the highest form of human development is unfolded. Unity consciousness allows for a Self-referral state of awareness where every action of a leader emerges from the field of all possibilities and has the support of all the laws of Nature. The individual enjoys achievement through use of maximum potential and the organization and society enjoy fulfillment through enlightened leadership.

