PRELIMINARY

PRINCIPLES OF LEADERSHIP

OB 6321.501 Spring 2017

Class Meeting Wednesday 7:00 – 9:45 PM JSOM 2.804 **Office Hours:** Mon-Wed 4:00 – 4:45 PM Or by appointment	**Dr. Joseph C. Picken** SOM 4.212 Email: jpicken@utdallas.edu Phone (UTD office): (972) 883-4986

INTRODUCTION

What makes a leader? Are management and leadership the same…or are they different? What are the essential qualities of leadership? Are leaders born, or can the skills of leadership be learned and developed? If leadership skills can be developed, how can one become a more effective leader? This course will explore these and other questions within the framework of the learning objectives set forth below.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand the fundamental concepts of leadership in organizations, including emotional intelligence and leadership styles; leadership as a relationship; leadership as a process, and how the actions and behaviors of leaders influence organizational outcomes.
- Utilizing various instruments and exercises, assess and evaluate personal strengths, limitations and performance in leadership roles, and use the insights gained to outline a personal action plan for the development of leadership skills.
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, prioritization and interpretation of organizational issues presented in case studies.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to organizational problems presented in case studies.

TEXT, READINGS & CASES (Required)

The course will be organized around Kouzes & Posner's *The Leadership Challenge*, supplemented with selected readings, including Robert Gates' *A Passion for Leadership*. Case analyses and discussions will be used to illustrate the application of the concepts. Each of the materials listed below is required and available at the UTD Bookstore, off-campus bookstores on Campbell Road, Harvard Business School Publishing or UTD's McDermott Library.

- **Text**: Kouzes, J. M. and Posner, B. Z. 2012. The Leadership Challenge, 5th ed. The Leadership Challenge (a Wiley brand). San Francisco. ISBN-13: 978-0-470-65172-8 ($21.95).[1]
- **Text**: Gates, R. M. 2016. A Passion for Leadership. Alfred A. Knopf, New York. ISBN 978-0-307-95949-2 ($27.95)[2]
  - **Course Pack**: Cases and selected readings. Available directly from Harvard Business School Publishing @$4.25 per copy: (http://cb.hbsp.harvard.edu/cbmp/access/56787021) ($42.50)
- **Electronic Readings**: Download eJournals (HBS and other articles) as assigned. These are available for download from the UTD McDermott Library website http://www.utdallas.edu/library/. (see ASSIGNMENTS). Teaching notes, exercise templates and other materials are available in the eLearning *Session by Session* Folder.

SELF INTRODUCTION

Each student should post a Self-Introduction in the discussion area of eLearning **prior to the first class** (Jan 11th). Guidelines are provided on the eLearning *Discussion Board*. This information will help you to get to know each other and assist in the formation of groups for the course.

[1] e-book or 4th ed (paperback) also acceptable: Content and chapter titles essentially the same, but chapter numbers are different. Chapter and page numbers are from 5th edition.

[2] Available as e-book.

GROUP ASSIGNMENTS

A significant part of the work in this course will be done in groups. Students should form study groups of 3-4 students each during the first week of the course. A group roster with contact information should be uploaded to eLearning prior to class on January 29th. A peer review process will be utilized to provide input to the final grade on group activities.

LECTURE NOTES

The MS Powerpoint slides used in lectures and case discussions will be available on eLearning (https://eLearning.utdallas.edu/) under course ID OB 6321.501. You should be able to access eLearning with your UTD ID and password. Call computer services at (972) 883-2911 if you need assistance.

GRADING

Grading will be based on both individual and group assignments as detailed below. Individual assignments [including three exercises (8%) and class participation (10%)] will comprise 55% of the course grade; group assignments will comprise 45%. The class participation grade will be based on attendance, participation in class discussions The grading weights and due dates for all assignments are summarized in the table below:

ASSIGN-MENT	DESCRIPTION	GROUP/ INDIV	DUE DATE: 4:00 PM	FORMAT	PAGE LENGTH	WEIGHT
Self Intro	Session 1: Self Introduction	Individual	Jan 11th	Template	1-2	0%
EX#1	Session 2: Write a Tribute to Yourself	Individual	Jan 18th	Template	2-3	3%
EX#2	Session 3: Lifeline Exercise	Individual	Jan 25th	Template	1-2	2.5%
WA#1	Session 3: Leadership Development Objectives	Individual	Feb 1st	Outline	5-7	5%
EX#3	Session 4: Resilience & Psychological Hardiness	Individual	Feb 8th	Template	1-2	2.5%
WA#2	Ricardo Semler: A Revolutionary Model of Leadership	Group	Feb 15th	Outline	8-10	10%
	Select topic for Group Project & Presentation	Group	Feb 15th	Email	1	0%
WA#3	Primerica: Sandy Weill and His Corporate Entrepreneurs	Group	Feb 22nd	Outline	8-10	10%
WA#4	Thomas Green	Individual	Mar 8th	Outline	8-10	10%
WA#5	Erik Peterson (A)	Group	Mar 22nd	Outline	8-10	10%
WA#6	Oticon (A)	Individual	Mar 29th	Outline	8-10	10%
WA#7	Group Project & Presentation: Gates: *A Passion for Leadership*	Group	Apr 12th	Outline/ Presentation	10-12	15%
WA#8	Peer Evaluation	Individual	Apr 19th	Form	1	0%
WA#9	Leadership Development Action Plan	Individual	Apr 26th	Outline	10-12	12%
Participation	Attendance and Participation in Class Discussions	Individual		N/A		10%
			TOTAL			**100%**

Written feedback will be provided on all assignments. The grading rubrics for each assignment are posted on eLearning. Grade ranges are nominally: >92=A; 90-92=A-; 88-90=B+; 82-88=B; 80-82=B-; 75-80=C; <75=F. Nominal ranges may be adjusted +/- 1-2 points as required.

I will be looking for evidence that you understand the concepts and frameworks provided in the readings and lectures and can apply them effectively in your analysis. The discussion questions provided for each case are intended to help you focus on the important issues. I expect you to fully address each of the discussion questions in your response. Page length and format guidelines will be monitored; abuse will be noted in your communications grade.

CLASS PARTICIPATION

It is expected that you will come to class on time and be prepared to participate in an active and spirited discussion of the readings, cases and self-discovery exercises. Each of you brings different perspectives from your background, education and work experiences, and the sharing of these perspectives as they bear on the material enriches us all. Class participation will be evaluated based on three factors: attendance, timely submission of required assignments and exercises, and preparation and active participation in case discussions.

UNAVOIDABLE ABSENCE

From time to time, it may be necessary to miss a class due to illness or travel. Within reason, I will be flexible in accommodating your needs, but would appreciate prior notice by email. Required written assignments must be submitted to the eLearning Assignment Dropbox prior to the missed class.

PEER EVALUATION

A peer evaluation process will be utilized to adjust individual grades on all group assignments (maximum range of +/- 20% of the group grade). The form is available for download in the Course Materials folder on eLearning. It should be completed and submitted as WA#9 on April 19th.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments are due as indicated in the Course Outline. Assignments submitted late but within two weeks of the due date will be graded, but 10-30 points will be deducted, depending on number of days late. Exercises submitted late within one week after the due date will receive half credit. Consideration may be given for extenuating circumstances with prior notification.

Electronic Submissions. **Submit all assignments (papers and exercises) to the appropriate eLearning dropbox by 4:00 PM on the due date of the assignment**. **The file name on your submission should identify the course, assignment number and your name or group ID**. For example, "OB 6321_2_JSmith.doc" would identify John Smith's written assignment 2; "OB 6321_3_Team 1.doc" would identify Team 1's written assignment 3.

Format. **Your name (or the group identification and names of all group members), the course number and the date should appear in a header at the top of each page of the document.** The body of each written assignment (papers and exercises) should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11 or 12-point type, double-spaced, with 1" margins all around. Appropriate titles and section headings should be used.

Presentation Format. Use MS Powerpoint. Keep it simple (complex videos, sound effects, etc. are unnecessary and frequently distracting). The title page should include the full names of each team member. Limit animation to that required for an effective presentation. Provide electronic copy to the instructor no later than 5:00 PM on the day prior to the presentation. Attach a hard copy of your slides to your paper (six slides per page is fine).

Outline Form Response. Most of the assignments specify an outline form response. I will expect a statement of the question (single spaced, bold type) followed by a bulleted or numbered list of the key items in your response (double-spaced). I will expect a well-organized paper that addresses the specified questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.

Effective written and oral communications are critically important in the business world. It is equally important that students "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in evaluating your work.

LEADERSHIP DEVELOPMENT ACTION PLAN

During the semester, each student will be responsible for the development of a personal Leadership Development Action Plan. This plan will be submitted in two parts (see **Assignments** for details):

- **WA#1** – Leadership Development Objectives (Feb 1st)
- **WA#9** – Leadership Development Action Plan (Apr 26th)

The Leadership Development Action Plan (WA#10) should summarize and incorporate your learning and observations from the readings, cases studies and exercises completed in class. In the aggregate, these two Leadership Development assignments will comprise 15% of your final grade.

LEADERSHIP IN ACTION (Group Project/Presentation)

Each group will be responsible for the completion of a group research project entitled "Leadership in Action" and based on Robert Gates' *A Passion for Leadership*. Topics are posted in the *Session by Session* Folder on eLearning (S01). Submit your 1st and 2nd choice topics to the instructor by email on or before February 15th. Group assignments will be made shortly thereafter. A written report (outline form) and presentation to the class (WA#7) will be due on April 12th.

- Prepare a comprehensive (10-12 page) Project Report that addresses the assigned questions.
- Prepare a comprehensive presentation to the class (10-15 minutes) that summarizes your findings.

CASE ANALYSIS GUIDELINES

Many of the assignments and class discussions are based on case studies. Discussion questions for each case are provided below to help you to focus your analysis. You are encouraged to work together in your study groups to discuss the cases, including the individual written assignment cases, with the understanding that individual assignments (including tables and figures) are to be prepared and written by yourself. The following general approach is recommended:

- Read the case quickly. Identify the key issues and decisions/actions required (the case preparation questions will help you to focus on the key issues). Prioritize the issues in terms of urgency and importance.

- Decide what kind of recommendations should be made (and to whom)
- Choose appropriate analytical tools/frameworks from those introduced in the course
- Analyze the situation thoroughly using the frameworks and theoretical frameworks provided in the readings
- Draw logical conclusions based on your analysis
- Make specific recommendations for action in response to the questions posed in the case or the preparation questions (what should be done, who should do it, when and in what sequence).

In general, there are no "right" or "wrong" answers for a specific case – different approaches and insights are possible, depending on your perspective and approach. I will expect you to use the data in the text and exhibits to analyze the case, draw logical conclusions and (as required) make recommendations that: (a) address the identified strategic issues; (b) follow logically from your analysis and conclusions; and (c) are feasible in the context of the case situation.

NOTE: A common approach to group assignments is to divide up the workload by assigning questions to each group member and then assembling the paper just before it is turned in. **This doesn't work well, is usually obvious, and is unacceptable.** Any inconsistencies noted, either in style or in the responses to different questions will result in a minimum deduction of five points on the assignment.

OFFICE HOURS AND CONSULTATIONS

Scheduled office hours will be held in SOM 4.212 from 4:00 – 4:45 pm on Monday and Wednesday afternoons. I will also be available at other times as required. Please email me for an appointment. Consultation and mentoring are an important part of my job and I encourage you to meet with me for any reason. I look forward to working with you.

UNIVERSITY POLICIES

Technical Support. If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course: none.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html. A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty and administration of the Jindal School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

- Individual Written Assignments – Zero for the assignment
- Group Written Assignments and Presentations – Zero for the assignment for all group members

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office. In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA. The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Copyright Notice. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

ASSIGNMENTS

SESSIONDATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
1 Wed 1/11	**Course Introduction: What is Leadership?** ▪ Kouzes & Posner: Ch 1 (1-40) ▪ Gates: Ch 1 - *Why Bureaucracies So Often Fail Us* (3-22) ▪ Zaleznik: *Managers and Leaders: Are they Different?* (HBR 92211) Mar-Apr 1992 (eJournal) ▪ Kotter: *What Leaders Really Do* (HBR 90309) Dec 2001 (eJournal) **Lecture:** The Challenges of Strategic Leadership: Historical Perspective **VIDEO**: *Emotional Intelligence* with Daniel Goleman	**Complete Self-Introduction** (see eLearning discussion area)

2 Wed 1/18	**Emotional Intelligence: Managing Oneself** ▪ Drucker: *Managing Oneself* (HBR R0501K) (Jan 2005) (eJournal) ▪ Jackman & Strober: *Fear of Feedback* HBR April 2003 (eJournal) ▪ David & Congleton: *Emotional Agility: How Effective Leaders Manage their Negative Thoughts and Feelings* HBR Nov 2013 (eJournal) **LECTURE:** Emotional Intelligence: Managing Oneself **EXERCISE: EX#1 - *Write a Tribute to Yourself*** (eLearning *Session by Session* folder). **CASE: Mary Griffin at Derby Foods** (HBS 9-412-040) (coursepack) 1. Simon York apparently "lost it" on at least two different occasions in the case. What observations can you make about his emotional intelligence capacities (consider the individual elements of *self-awareness, self-regulation, motivation, empathy,* and *social skill* as illustrated in today's lecture). 2. If you were Mary Griffin, how would you approach the discussion with York? What kind of "pointed feedback" would you give him? 3. The case suggests that Simon York has very different expectations about the purpose of the upcoming meeting. How do you think the meeting will go? What potential problems can you anticipate?	**EX#1** **Write a Tribute to Yourself** *Complete, upload to eLearning and bring a copy to class. (3%)* **Prepare case for class discussion** *Be prepared to participate in a role play based on the case*
3 Wed 1/25	**Emotional Intelligence: Managing Relationships with Others** ▪ Goleman: *What Makes a Leader?* (HBR R0401H) Jan 2004 (eJournal) ▪ Goleman: *Primal Leadership* (HBR Dec 2001) (eJournal) ▪ Early & Mosakowski *Cultural Intelligence*. HBR October 2004 (eJournal) ▪ Bunker, Krum & Ting: *The Young and the Clueless* HBR December 2002 (eJournal) **LECTURE:** Emotional Intelligence: Managing Relationships with Others **EXERCISE: EX#2 – *Lifeline Exercise*** (eLearning *Session by Session* folder). **CASE: The Young and the Clueless** ▪ Can you relate to some of the situations described in this article – either from your own experience or by observing a peer or supervisor? Come to class prepared to share some examples from your experience. **ROLE PLAYS** (handouts)	**EX#2 -** **Lifeline Exercise.** *Upload to eLearning by 4:00 PM and bring copy to class (2.5%)* **Prepare case for class discussion** *Be prepared to participate in a role play* **Upload Group rosters by 4:00 PM** Jan 25th
4 Wed 2/1	**Leaders, Followers & Teams: Managing Relationships** ▪ Maccoby: *Why People Follow the Leader: The Power of Transference* (HBR Sep 2004) (eJournal) ▪ Kellerman: *What Every Leader Needs to Know about Followers* (HBR Dec 2007) (eJournal) ▪ Goffee & Jones: *Managing Authenticity: The Paradox of Great Leadership* (HBR R0512E) Dec 2005 (eJournal) **LECTURE:** Leaders, Followers & Teams: Managing Relationships **ROLE PLAYS** (handouts) **WA#1 – Leadership Development Objectives** (5-7 pp; outline form) 1. Describe your leadership experience. What have you learned? What have you accomplished? What kind of leader are you today? 2. What are your personal and career goals and aspirations? Consider your path in terms of milestones at 2, 5, and 10 years after graduation? For each milestone, what are your aspirations for career, family and position in the community. What role(s) will you play? What kind of leader will you become? 3. Following Drucker's *Managing Oneself*: summarize your strengths & weaknesses, your values, how you learn, how you get things done, how you work with others, and where you can make the greatest contribution. What does this tell you about the kind of job/career you would be best suited for? Does your career goal align with your capabilities and your values? Will it position you for what you want out of life? **4.** Identify and discuss at least five specific and measurable (objective, time frame, etc.) action items for personal growth and development to achieve your goals and aspirations (career, family, relationships, position in community) for **each** of the 2, 5, and 10-year milestones. What knowledge, skills, experiences and feedback from others will you need to reach your goals at each milestone?	**WA#1** **Leadership Development Objectives (Individual)** *Upload to eLearning by 4:00 PM (5%)*

<table>
<tr>
<td>5
Wed
2/8</td>
<td><u>Leadership as a Relationship: Model the Way</u> (Clarify Values; Set the Example)
▪ Kouzes & Posner: Ch 2-3 (clarify values; set the example) (42-97)
▪ Badaracco: The Discipline of Building Character (HBR 98201) Mar-Apr 1998 (eJournal)
▪ Earley and Mosakowski: Cultural Intelligence (HBR R0410) October 2004 (eJournal)
▪ Coutu: How Resilience Works (HBR 0205B) May 2002 (eJournal)
<u>EXERCISE</u>: EX#3 - Developing Resilience and Psychological Hardiness (eLearning Session by Session folder).
<u>CASE</u>: Boldly Go: Character Drives Leadership at Providence Healthcare (Ivey W15013) (coursepack)
1. What were the key values (Exhibit 1) that guided Josie Walsh in the turnaround of Providence Healthcare? The case states that Walsh’s virtues as a leader were aligned with the needs and values of the organization. How were these values and virtues reflected in her actions as a leader (provide specific examples)? Which dimensions (Exhibit 1) were not reflected in the case?
2. The process of Transformation by Design (TbyD) was guided by a widely communicated set of driving principles (page 5 of the case). Prepare a matrix to illustrate how this list of seven guiding principles aligned with and leveraged the key dimensions of Leadership Character detailed in Exhibit 1. What can you conclude from this analysis?
3. An earlier reading (David & Congleton: Emotional Agility) offered a different list of values that could guide and inform an individual’s choices and actions. Compare that list to Exhibit 1. What are the key differences in focus, emphasis and priority?
4. What roles did collaboration, accountability and communications play in the successful design and implementation of TbyD? What role did performance measurement and communications play in the design and implementation? What general lessons can be learned?</td>
<td>EX#3 -Resilience and Psychological Hardiness Exercise. Upload to eLearning by 4:00 PM and bring one copy to class (2.5%)

Prepare case for class discussion</td>
</tr>
<tr>
<td>6
Wed
2/15</td>
<td><u>Leadership as a Relationship: Inspire a Shared Vision/Challenge the Process</u>
▪ Kouzes & Posner: Ch 4-7 (Envision the Future; Enlist Others; Search for Opportunities; Experiment and Take Risks) (100-211)
▪ Gates: Ch 2 – Where You Want to Go: “The Vision Thing” (23–38)
▪ Gates: Ch 3 – Formulating a Strategy (39-62)
▪ Jick: The Vision Thing (HBS 9-490-019) (coursepack)
▪ Amabile & Kramer: The Power of Small Wins (HBR R1105C) May 2011 (eJournal)
<u>EXAMPLE</u>: MLK: I Have a Dream speech (recording) (eLearning Session by Session folder)
<u>CASE</u>: Ricardo Semler: A Revolutionary Model of Leadership (INSEAD INS517) (coursepack)
<u>WA#2 Case Analysis</u> (8-10 pages, outline form)
In A Passion for Leadership (Ch 2-3) Robert Gates makes several observations about leading change: (a) The person at the top cannot succeed alone: leaders are often there throughout an organization – they just need someone to liberate and mobilize them; (b) Leaders not only must envision a new way forward but also must be practical, with the skill to build broad support for and implement their vision; (c) The most critical thing a leader at any level must do is listen; (d) When challenging the status quo, a leader must sometimes boldly go where no one else wants to go; and (e) a leader must win the support of those in the trenches through recognition and respect.
1. Consider the early years (1980-1983) of Semler’s transformation of Semco. The actions he took turned the company around, but a number of unintended consequences appeared. Consider his initial actions in light of Gates’ observations and recommendations. What actions did he take and what problems and unintended consequences were produced? What did he fail to do?
2. Between 1984 and 1990, Semler changed direction. What were the most significant changes he made? How did these align with Gates’ observations and recommendations? What were the results? What, if any, were the unintended consequences?
3. Semler was quoted in a number of observations about the New Semco Model (pp 9-11). What principles and values are reflected in his comments? Does the New Semco Model reflect the key ideas articulated by Gates? Does it go beyond? What are the implications?
4. Consider Gates’ observations about the malfunctions of bureaucracies (Ch 1). How well do you think the New Semco Model would work in a bureaucracy? Would the model work in your company? What barriers to implementation and execution would stand in the way?</td>
<td>WA#2 (Group)
Upload to eLearning by 4:00 PM (10%)

Prepare case for class discussion

Choose Topic for Group Project/ Presentation
Submit 1st and 2nd choice topics by email to instructor on or before 4:00 PM on Wed 2/15.

Topics will be assigned on a first-come, first-served basis.</td>
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7 Wed 2/22	**<u>How Leaders Get Things Done – Leadership Styles</u>** ▪ Gates: Ch 5 – It's Always About People (98-130); ▪ Gates: Ch 7 – The Agent of Change: "Mirror, Mirror on the Wall" (157-185) ▪ Goleman: *Leadership That Gets Results* (HBR R00204) Mar-Apr 2000 (eJournal) ▪ Spreier, Fontaine & Malloy: *Leadership Run Amok: The Destructive Potential of Overachievers*(HBR 0606D) Jun 2006 (eJournal) ▪ Ibarra & Hansen: *Are You a Collaborative Leader?* (HBR R1107D) Jul-Aug 2011 (eJournal) **<u>CASE</u>**: *Primerica: Sandy Weill and His Corporate Entrepreneurs* (HBS 9-393-040) (coursepack) **<u>WA-3 Case Analysis</u>** (8-10 pages, outline form) 1. Was Sandy Weill a credible leader (see K&P's definition)? Did he have a clear sense of his personal values? What were the guiding values and beliefs at the core of his business philosophy? How were Weill's values and beliefs reflected in the way he ran his organizations? How effectively were they incorporated into the shared values and cultures of the organizations he led? 2. Gates argued that the leader must empower people, provide them with respect, motivation, job satisfaction, upward mobility, personal dignity, esteem, and the confidence that the leader genuinely cares about them collectively and individually. How effectively did Weill live up to each of these expectations? 3. To what extent did Weill demonstrate the characteristics and behaviors of a collaborative leader (Ibarra & Hansen)? Did he effectively (a) play global connector; (b) engage talent at the periphery; (c) collaborate at the top first; and, (d) show a strong hand? Provide specific examples to support your conclusions. 4. What management style(s) (consider both Goleman's framework and the collaborative style) did Weill appear to use most frequently? Most effectively? What other styles did he appear to use in this case? What conclusions can you reach about Weill's emotional intelligence competencies – strengths and weaknesses – based on the leadership styles employed? 5. Most of the organizations acquired by Weill's companies had unique cultures. What actions did Weill take to align the cultures of these organizations with his own values and beliefs? How successful was he? What impact did his actions have on the workplace climate (Spreier et al)?	**WA#3 (Group)** *Upload to eLearning by 4:00 PM* *(10%)* **Prepare case for class discussion**
8 Wed 3/1	**<u>How Leaders Get Things Done: Enable Others to Act; Encourage the Heart</u>** ▪ Kouzes & Posner: Ch 8-10 (Foster Collaboration; Strengthen Others; Recognize Contributions; (213-300) ▪ Video: *RSA: Drive: The Surprising Truth about What Motivates Us* https://www.youtube.com/watch?v=u6XAPnuFjJc ▪ Druskat & Wolff: *Building the Emotional Intelligence of Groups*. HBR March 2001 (eJournal) ▪ Hassan: The Frontline Advantage HBR May 2011 (eJournal) ▪ Adler, Heckscher &Prusak: *Building a Collaborative Enterprise* HBR Jul-Aug 2011 (eJournal) **<u>CASE</u>**: *Lou Gerstner* (HBS 9-485-176) (coursepack) 1. Was Gerstner a credible leader in the eyes of his constituents? (see K&P, Chapter 2). Was he forward-looking? What was his vision? 2. Which of the leadership styles described by Goleman were used most frequently by Gerstner in the case? Which were not observed? What conclusions can you reach about Gerstner's emotional intelligence competencies –strengths and weaknesses– based on the leadership styles employed? Provide examples to support your conclusions. **3.** What were the principal problems Gerstner found at American Express? How did Gerstner approach the resolution of each of these problems? Did he seize the initiative, make challenge meaningful, innovate and create and look outward for fresh ideas? Did he create an infrastructure in which teamwork and collaboration were valued and rewarded (Adler et al)? How effective was he? Provide examples to support your conclusions. 4. As he addressed each of these challenges, how effectively did he deal with the frontline managers (Hassan)? What role did "small wins" play in his approach (Amabile)? Did he support progress in *meaningful* work? Did he use catalysts and nourishers appropriately? Provide examples to support your conclusions. 5. At the time of Gerstner's arrival, was the environment at American Express one in which the employees felt free to innovate, experiment and take risks? Did the climate (see Goleman and Spreier et al) promote resilience and psychological hardiness? How had the climate changed by the end of the case? What actions did Gerstner take to create a more positive climate? How successful was he? Provide examples to support your conclusions.	**Prepare case for class discussion**

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How Leaders Get Things Done: Power & Influence

- Picken. 2015. *Teaching Note: Understanding and Utilizing Power in Organizations* (eLearning *Session by Session* folder) (focus on pages 1-5)
- *French & Raven's Five Forms of Power* (eLearning *Session by Session* folder)
- McClelland & Burnham: *Power is the Great Motivator* (HBR 0301J) Jan 2003 (eJournal)
- Gates: Ch 4 – Techniques for Implementing Change (63-97)

VIDEO: Pfeffer: *Managing with Power*

CASE: *Thomas Green: Power, Office Politics and a Career in Crisis* (HBS 2095) (coursepack)

WA-4 Case Analysis (8-10 pages, outline form)

1. What are Thomas Green's goals? What is he trying to accomplish in the short run? Over the next several years?
2. Consider the expectations of Shannon McDonald and Frank Davis. Are Green's goals aligned with their expectations? Are his actions consistent with what his superiors expect? How effectively is Green meeting their expectations?
3. Consider Thomas Green's motivations (McClelland & Burnham). Does he appear to be driven more by affiliation, achievement, or power? How has this affected his behavior and performance? Where has he gone wrong in his approach?
4. Evaluate the respective sources of power and influence that define the relationships between Green, Davis and McDonald (use both the Pfeffer and French and Raven models in your analysis). Who in the organization is influential and important to Green achieving his goals? What are their points of view? Who has the power in this situation? How and to what extent is Green dependent upon them? Do Davis and McDonald have the ability to reward or penalize him? Who has the greater power? If nothing changes, what is Frank Davis' likely course of action with respect to Green?
5. Evaluate Thomas Green's options. Where has he gone wrong in the relationship with Davis (see Exhibits 3 and 4)? Which of the strategies and tactics for exercising power (see Teaching Note) make sense for Green in the short run?
6. What would you recommend that Green do over the next 30 days to resurrect the situation?

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SPRING BREAK MARCH 13-18

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How Leaders Get Things Done: Strategies & Tactics for Building and Using Power

- Picken. 2015. *Teaching Note: Understanding and Utilizing Power in Organizations* (pp 6-14)
- Gates: Ch 6 – Stakeholders: Friends & Foes (131-156)
- Gates: Ch 8 – Money, Money, Money: Reforming in Scarce Times (186-202)
- Ibarra: Managerial Networks (HBS 9-495-039) (coursepack)
- Pfeffer: *Power Play* (R1007G) Jul-Aug 2010 (eJournal)

CASE: *Erik Peterson (A)* (HBS 9-494-005) (coursepack)

WA-5 Case Analysis (8-10 pages, outline form)

Note: *Consider each of the questions separately from the perspective of (a) Peterson's role in GMCT and (b) Peterson's role in the parent company Cellucom.*

1. Erik Peterson is the GM of GMCT. How much power and influence does he really have? What are its sources (use both the Pfeffer and French & Raven models in your analysis)? How effectively has he used power, influence and the levers of strategic change as he has approached the challenges he faced in the case? How effectively has he developed and utilized his task, career and trust networks?
2. Diagnose the power and dependence relationships in these organizations. Who has political power? Who are Erik's allies and supporters? How are they helping him? Who are his challengers? How are they hurting him? How have the organizational changes affected the power relationships within Cellucom? Are these to Peterson's benefit?
3. Erik faces a career-threatening situation. The environment is rife with conflict. What are the top five challenges Erik faces over the next several weeks/months (consider both business and organizational issues)? Analyze the key power and political relationships associated with each and identify the issues and sources of conflict that must be addressed.
4. Consider Erik's personal career goals as well as the identified business and organizational challenges (consider this from the perspective of his situation at the end of the case). What should his short-term objectives be? What should his long-term career goals be? What immediate opportunities does he have to address the challenges before him? What kinds of political strategies would you recommend to Erik to bolster his current position and resolve the top five challenges he is facing? What should he be doing to achieve his long-term goals within Cellucom?

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11 Wed 3/29	**<u>How Leaders Get Things Done: Leading Change & Managing Innovation</u>** ▪ Gates: Ch 9 – Reform: The Never Ending Story (203-218) ▪ Kotter: *Leading Change: Why Transformation Efforts Fail* (HBR 95204) Mar-Apr 1995 (eJournal) ▪ Kanter: *Leadership and the Psychology of Turnarounds* (HBR R0306C) Jun 2003 (eJournal) ▪ Heifetz & Laurie: *The Work of Leadership* (HBR R0111K) Dec 2001 (eJournal) ▪ Martin: *The Innovation Catalysts* (HBR R1106E) Jun 2011 (eJournal) ▪ Video: *RSA: Reimagining Work*: https://www.youtube.com/watch?v=G11t6XAIce0 **<u>CASE</u>: Oticon (A)** (HBS 9-295-144) (coursepack) **<u>WA#6 Case Analysis</u>** (8-10 pages, outline form) 1. Was Oticon facing an adaptive challenge in 1987 (as described in *The Work of Leadership)?* What was the adaptive challenge? Did the situation require that they "clarify their values, develop new strategies, and learn new ways of operating"? What were the principal challenges (competitive, operational, organizational, and cultural) that Kolind faced as he began reshaping Oticon? 2. Hiefetz and Laurie argue that the leaders of adaptive change must "get on the balcony"; "identify the adaptive challenge"; regulate distress"; "maintain disciplined attention"; "give the work back to the people"; and "protect the voices of leadership from below". Evaluate Kolind's performance in light of these guidelines, illustrating each with examples from the case. 3. *Design Thinking* describes the design process as an iterative process that proceeds in multiple cycles through three spaces: *inspiration*, *ideation*, and *implementation* (see S10 lecture slides 29-33). Use this model and framework to describe Kolind's approach to remaking Oticon. How effectively did Kolind's approach conform to the guidelines provided in *How to Make Design Thinking Part of the Innovation Drill* (S10 Lecture Slides)? 4. Consider the ideas expressed in *Reimagining Work*. Did Kolind recognize these challenges? How effectively did he address them? 5. Roger Martin claims that "the best creative thinking happens on a company's front lines. You just need to encourage it". He uses Intuit's transformation as his example. Use the transformation at Oticon as your example to illustrate Martin's key ideas about design thinking.	**WA#6** **(Group)** *Upload to eLearning by 4:00 PM* *(10%)*
12 Wed 4/5	**<u>How Leaders Get Things Done: Climate, Culture, Ethics</u>** ▪ Kouzes & Posner: Ch 11-12 (Celebrate the Values & Victories: Leadership is Everyone's Business (301-345) ▪ Gates: Ch 10 – A Flaming Heart (219-228) ▪ Badaracco: *Business Ethics: Four Spheres of Executive Responsibility* (CMR 036) Spring 1992 (eJournal) ▪ Goffee & Jones: *Why Should Anyone Be Led by You?* (HBR R00506) Sep-Oct 2000 (eJournal) ▪ Collins: *Level 5 Leadership* (HBR R0101D) Jan 2001 (eJournal)	
13 Wed 4/12	**<u>WA#7 – Group Project and Presentation</u>** ▪ Each group will complete a group project based on Robert Gates' *A Passion for Leadership*. Topics are posted in the *Session by Session* Folder on eLearning (S01). Group assignments will be made about Feb 15th. Written report (outline form) and presentation due on April 12th.	**WA#7** **(Group)** (15%) *Upload paper and PPT to eLearning by 4:00 PM*
14 Wed 4/19	**<u>WA#7 – Group Project and Presentation</u>** (if needed)/**Course Review** **<u>WA#8 Peer Evaluation</u>** (form available in *eLearning Session by Session folder*) Download form. Follow instructions and upload to eLearning by 4:00 PM	**WA#8 - Peer Evaluation (Individual)** *Upload by 4:00 PM*
15 Wed 4/26	**<u>WA#9 - Leadership Development Action Plan</u>** (10-12 pages; outline form) 1. What kind of leader do you want to become? What are your objectives for career, family, and role in the community? Consider your Leadership Development Goals from WA#1. Have they changed or are they still the same? Why? 2. What are your personal leadership development objectives and goals for the next 2, 5 and 10 years? (be specific: identify 4-6 measurable objectives at **<u>each</u>** milestone, define the actions to be taken, specify time frames and define performance measures and indicators of success). 3. What insights have you have gained from this course (readings, discussions, self-assessments) regarding your personal leadership skills, behaviors and personal development needs. How have these insights affected your goals? How have they changed your perspectives on leadership? 4. What actions do you plan to take to become a better leader (consider the ideas and suggestions contained in K&P, and Goleman: *Primal Leadership*)?	**WA#9** **(Individual)** *Upload to eLearning by 4:00 PM* *(10%)*