SIU

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
Leadership, Influence and Managerial Effectiveness
MBA 533 Section 1B3
Spring I 2004

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Required Readings
1. Readings list (these are all available online from our Library Website)
2. The Leadership Challenge by Kouzes & Posner (available at the bookstore)
3. Other readings as provided

Course Description
This course examines leadership, focusing on increasing personal awareness and personal leadership development. Students assess their leadership ability and participate in a number of activities to develop their leadership and team building skills.

Specific Objectives
Specifically, this course is about surviving and thriving in the messy, ambiguous, ever-changing environment of the 21st century by leveraging our capacity, and that of our organizations, to learn and to lead. It is about making the most of our everyday experience, creating new opportunities and engaging-with our peers, subordinates and co-workers-in the creation of our future. Ultimately, it is about learning to develop a learning culture for ourselves and for our workgroups and organizations.

I envision the course as a stage in the professional development of each participant, including me, addressing two overarching goals:

*   To explore the nature of organizational leadership through the lenses of theory, research and practice; that is, to learn *about leadership*.

*   To explore and enhance our own capabilities as leaders, evaluating our strengths, weaknesses, abilities and skills, setting developmental goals, and practicing techniques, including the self-directed learning that keeps leaders "out in front"; that is, to learn *what leaders do* and *how we lead*.

Americans with Disabilities
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need academic adjustments or auxiliary aids and services please let me know immediately. Also, if you have not done so already, please contact or visit Disability Support Services located in Rendleman Hall, Room 1218, or call the office at 650-3726 or email disabilitysupport@siue.edu. They will assist in the planning of necessary accommodations.

Academic Honesty
It should go without saying that academic dishonesty will not be tolerated. With regard to term papers, it should be unnecessary to inform you that plagiarism - large or small, major or minor - is a violation of the University's Academic Honesty Policy and will not be tolerated.

Assignments & Attendance
All projects are due on the date assigned regardless of attendance in class. There will be a 5% penalty per day (not class period) for all late work. I assign this penalty out of fairness to other students who turn their work in by the specified time. These shortened formats make it really difficult for students to catch up when they miss a class. However, if you must be absent from the class it is your responsibility to obtain the information you missed from other students. If you must miss class you should make sure I receive any assignments due before the start of class.

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Graded Assignments

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Class Preparation & Participation (30%)
I expect individuals to come to class having read the materials and prepared to participate in class discussions. This course will be run largely in a seminar format, which will definitely require active preparation and participation by all members to be a success.

Reflective Assignments (40%)
These short, 2-3 page papers give you an opportunity to own the material we have discussed in class. Specifically, reflection allows you to explore concepts from readings and class sessions and then combine these with your own personal thoughts, experiences and reactions. The primary purpose of these assignments is this; for you to integrate class discussions, readings, and personal experiences to assist you in developing a personally relevant theory of yourself, others, and organizations - one that you might actually put into practice.

A student made this comment about one of these assignments; I thought it might help you understand a bit about their intent:
> "The purpose of this paper was initially to analyze and understand my personal barriers to communication based on personal experiences. However, after writing this paper I realize its purpose goes far beyond

this assignment. By 'talking' about it and putting these recent events down on paper it helped me calm down inside, recollect my feelings, analyze what happened again with a more collected attitude, and even have less angry feelings toward X. I think now, that I need to stop being mad and feeling angry with X, but instead use that energy and turn it into positive thoughts, turn it into motivational energy for myself."

Grading Criteria for Reflective Assignments: Grading papers is a subjective process. Each of you is an individual with a unique way of looking at things, and of thinking and writing about them. Your self-reflective papers are products of your feelings and intuition as well as of your observational and analytic skills.

For the purposes of this course, in general:
- A "C" or "D" paper is one in which you simply tell the story of what happened in the experience. You may expand on some of the interpersonal interactions but you tend to focus solely on the *content* of the situation. You also tend to be deal only with the task dimension, not the social maintenance aspect, of the situation you are describing.
- A "B" paper is one in which you speculate about what you think might have been going on, integrating your thoughts and feelings about the tacit interpersonal processes with your observations of the explicit content of the experience. You use the language that you are learning in this course--the specific concepts and theories from the readings, lectures and class discussions-to explain what happened. Your observations include social maintenance activities as well as task dimensions of the situation.
- An "A" paper is one that not only includes all the elements of a "B" paper, but is also one where you talk about what I want you to talk about, which is yourself. An "A" paper includes discussion of the impact the experience you are describing has had in your life, what your thoughts and feelings were and how they may have affected your behavior. It should also include a reflective component, or in other words, a section where you reflect on what you have learned from this experience.
- As part of the reflective analysis, I expect you to discuss your own roles and contributions to the situation and their effects on the outcomes. Developing an understanding of how *you* function in a group or situation may be the most important thing you learn in this course. I would like to see evidence that you are observing and thinking about how you behave in a work group and how others respond to you. Ask yourself the following questions: Are you pleased with your contributions or is there anything that you would like to do differently next time? If so, what? And what are you going to try to do instead?

Remember, there are no right or wrong ways to look at what happened. The purpose of the papers is to encourage you to think about what you have observed, felt and intuited using a self-reflective process grounded in the knowledge and understanding that you have about organizational behavior, the context of your particular experience, and yourself. The papers will be graded for depth, thoughtfulness, and readability (good grammar and spelling).

"Loose Ends" Final Paper (30%)
This assignment comes from a question by a former student who asked, "Do you normally have a session where you tie up loose ends from the semester?" I must have looked dumbfounded because she went on to clarify, "You know, like how [a topic from one class session] relates to [a topic from another class session]?" I went through my repertoire of responses, skipping over the more saucy "No, I leave that for you", to answer more honestly, "No, I don't do that".

But I realized that I do leave loose ends for you to tie up for yourselves. And it's time I formalized that process. What I have in mind is this: just a thoughtful, critical analysis of your views on connections, disconnects, and overlaps between the topics covered in this class. This can also include gaping holes where there is no cohesion between topics. Think of this as more like a conversation we might have over coffee at the end of a movie, discussing its plot, characters, direction and cinematography. This is your opportunity to 'own' the theoretical portion of this class, tie it together, tear it apart and apply it to your own experiences. Remember, it's not enough to just list loose ends, but you must also tie them up!

Tentative Course Outline

Nov 12   **Introduction**

Nov 19   **What is Leadership?**

Peters, T (2001). Rule #3: Leadership is Confusing as Hell.
Http://www.fastcompany.com/online/44/rules.html

Goleman, D (1998). What makes a leader? <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Goleman, D (2002). Leadership that gets results. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Goleman, D, Boyatzis, R, & McKee, A (2001). Primal Leadership: The Hidden Driver of Great Performance. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Christensen, CM & Raynor, ME (2003). Why Hard-Nosed Executives Should Care About Management Theory. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Leavitt, H (2003). Why Hierarchies Thrive. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Nov 26   **No Class-Thanksgiving Break**

Dec 3   **Vision**

Collins, JC & Porras, JI (1996). Building your Company's Vision. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

McKee, R (2003). Storytelling that Moves People. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Collins, J (2001). Level 5 Leadership: The Triumph of Humility & Fierce Resolve. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Goffee, R & Jones, G (2000). Why Should Anyone be Led by You? <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Bennis, WG & Thomas, RJ (2002). Crucibles of Leadership. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Raelin, J (2003). The Myth of Charismatic Leaders. <u>Training & Development</u>.
(available from Lovejoy Library's EBSCO Publishing)

Dec 10   **What Leaders Do
                      & Building Trust**

Peters, TJ (1979). Leadership: Sad Facts & Silver Linings. <u>Harvard Business Review</u>.
(available from Lovejoy Library's EBSCO Publishing)

Heifetz, RA & Laurie, DL (1997). The Work of Leadership. <u>Harvard Business Review</u>.
(available from Lovejoy Library's EBSCO Publishing)

Kotter, JP (1990). What Leaders Really Do. <u>Harvard Business Review</u>. (available
from Lovejoy Library's EBSCO Publishing)

Galford, R & Drapeau, AS (2003). The Enemies of Trust. <u>Harvard Business Review</u>.
(available from Lovejoy Library's EBSCO Publishing)

Handy, C (1995). Trust and the Virtual Organization. <u>Harvard Business Review</u>.
(available from Lovejoy Library's EBSCO Publishing)

Simons, T (2002). The High Cost of Low Trust. <u>Harvard Business Review</u>. (available
from Lovejoy Library's EBSCO Publishing)

Reflective Assignment 1 Due

Dec 17   **New & Dysfunctional Leaders**

Weick, K (1996). Prepare Your Organization to Fight Fires. <u>Harvard Business
Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Livingston, JS (1969, Best of HBR reprint 2002). Pygmalion in Management.
<u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Manzoni, JF & Barsoux, JL (1998). The Set-Up-To-Fail Syndrome. <u>Harvard Business
Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Kramer, R (2003). The Harder they Fall. <u>Harvard Business Review</u>. (available from
Lovejoy Library's EBSCO Publishing)

Maccoby, M (2000). Narcissistic Leaders: The Incredibly Pros, the Inevitable Cons.
<u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Bunker, KA, Kram, KE, & Ting, S (2002). The Young and the Clueless. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Walker, CA (2002). Saving Your Rookie Managers from Themselves. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Case:
Adler, G (1996). When a new Manger Stumbles, Who's at Fault? <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)
Dec 24-   **No Class-Winter Break**
Jan 7

Be sure to have finished <u>The Leadership Challenge before January 14th!!</u>

Jan 14   **It's Self Work**

Heifetz, RA & Linsky, M (2002). A Survival Guide for Leaders. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Kanter, RM (2003). Leadership and the Psychology of Turnarounds. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Hamel, G & Valikangas, L (2003). The Quest for Resilience. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Jan 21   **It's the People**

Mauro, T (2002). Helping Organizations Build Community. <u>Training & Development</u>. (available from Lovejoy Library's EBSCO Publishing)

Leonard, D & Strauss, S (1997). Putting Your Company's Whole Brain to Work. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Handy, C (2002). What's a Business For? <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Thomas, DA & Ely, RJ (1996). Making Differences Matter: A New Paradigm for Managing Diversity. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Harvey, JB (2001/1974). The Abilene Paradox: The Management of Agreement. <u>Organizational Dynamics</u>. (available from Lovejoy Library's EBSCO Publishing)

Tannen, D (1995). The Power of Talk: Who Gets Heard and Why. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Reflective Assignment 2 Due

Jan 28   **Project Management & Decision Making**

Ross, JW & Weill, P (2002). Six IT Decisions Your IT People Shouldn't Make. <u>Harvard Business Review</u>. (Available from Lovejoy Library's EBSCO Publishing)

Matta, NF & Ashkenas, R (2003). Why Good Projects Fail Anyway. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Whitten, N (2001). Dealing with Professional Immaturity. <u>PM Network</u>.

Loallo, D & Kahneman, D (2003). Delusions of Success: How Optimism Undermines Executive Decisions. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Bonabeau, E (2003). Don't Trust your Gut. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Hammond, JS, Keeney, RL, & Raiffa, H (1998). The Hidden Traps in Decision Making. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Feb 4   **TBA**

Reflective Assignment 3 Due

Feb 11   **Final Exam**