Leadership, Influence and Managerial Effectiveness
MBA 533 Section 6C5
Spring I 2004

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Required Readings
1. Readings list (these are all available online from our Library Website and Course Reserves)
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.

Graded Assignments

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 (30%)

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).

Case Analyses (40%)
A case analysis involves *integrating the facts and inferences that you draw from a case with theories and conceptual models to come up with a credible explanation of what is going on and what can be done to make things better.* It is not merely a regurgitation of what happened in the case. The presentation and/or paper should include the following elements:

1. Identify major issues: What are the major issues in the case? This should not be an exhaustive list as you will not be able to address everything. You may need to combine several elements to articulate one or more overarching issues around which the case revolves. Articulate them clearly.
2. Analyze key factors: Why did things happen as they did in the case? What factors produced the situation? Analyze each key factor, identifying the management theories and conceptual models that you are using to explain what you think was going on. During this process, identify and articulate any assumptions you are making about the nature of the organization, the people or the situation.
3. Form conclusions: What conclusions can you draw from your analysis? What are the key problems and/or opportunities for the management or team members involved in the situation? Which aspects of the situation might be responsive to management action and which ones can probably not be changed? Which are the most urgent to address? What are the objectives, short- and long-term, for management or the team?
4. Make recommendations: Should the management or team members take action? If so, what strategy and course of action do you recommend be taken, by whom, when and how? Support your recommendations with a clear rationale. State what theories you are using to develop your strategy. Are their alternative theories that might suggest that your strategy will not work? Is your action plan feasible within the constraints and opportunities of the situation? What are the stakes and risks? What trade-offs are you making? What are the likely impacts of your plan? How will it affect the manager or team, the organization, and others directly or indirectly involved? Is it ethical, in terms of both means and ends? What is the timing of the interventions? Be specific.

Organize the material into a coherent whole, making a persuasive case to support your insights, analysis, conclusions and recommendations. If you are drawing the case from your organizational experience or the business press, you will need to begin your presentation and/or paper by briefly describing the circumstances; this is not necessary if the case is in the textbook or was handed out in class. For class discussion, consider what general conclusions you can draw from your analysis of this case. What have you learned that may apply in other circumstances?

General Criteria for Grading Case Studies

Content: The paper and/or presentation should demonstrate that the writer has identified fully the key problems presented in the case, drawn on management theories and conceptual concepts to analyze the underlying factors, identified creative alternatives for action or intervention, come to reasoned conclusions, and developed viable recommendations that are supported by clear rationale.

Format: The paper and/or presentation should be in business, not academic, style. The material should be professionally presented--well-organized, integrated and formatted. Use language that is direct and succinct, with citations only for direct quotations or concepts drawn from sources outside of the course. If outside sources were referenced, include a bibliography.

Criteria for Grades:

A
- All elements included.
- Writing flawless.
- Key problems and issues identified.
- Analysis thorough, insightful and creative.
- Conclusions drawn from the analysis and linked to the issues.
- Innovative recommendations.
- Theory and course concepts cited to support analysis, conclusions and recommendations.
- All assumptions clearly noted, including their impact on the conclusions drawn from the case.

B/C
- All or most elements included.
- Writing has few errors.
- Most problems and issues identified.
- Analysis fairly insightful but not thorough.
- The conclusions may be linked to the issues.
- Some theory and concepts cited.

D
- Key elements missing.
- Writing and organization weak.
- Analysis sketchy: facts taken from case with little attempt to make analytical points or links.
- Conclusions weak or not related to analysis.
- Recommendations not realistic.
- Little or no use of theory and concepts.

F
- Key elements missing.
- Sloppy, error-filled writing.
- Disorganized.
- Weak or no analysis--mostly a restatement of the case.
- Weak or no conclusions
- Recommendations not realistic
- No use of theory and concepts

Tentative Course Outline

Friday, Feb 6   **Introduction—What is Leadership?**

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

Saturday, Feb 7

Zaleznik, Abraham (1977). Managers and leaders: Are they different? <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

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)

Exercise: Clarifying Expectations (I'll email this reading to you)

Sunday, Feb 8   **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)

Ready, Douglas (2002). How storytelling builds next-generation leaders. <u>MIT Sloan Management 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)

Exercise: Case 1
Reflective Assignment 1 Due

Be sure to have finished <u>The Leadership Challenge before February 27th!</u>

Friday, Feb 27   What Leaders Do

Prentice, WCH (1961). Understanding Leadership. <u>Harvard Business Review</u>. (available from Lovejoy Library's EBSCO Publishing)

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)

Senge, Peter (1990). The Leader's New Work: Building Learning Organizations. <u>Sloan Management Review</u>. (available from Lovejoy Library's EBSCO Publishing)

Reflective Assignment 2 Due

Saturday, Feb 28 It's Self Work

Cialdini, Robert (2001). Harnessing the Science of Persuasion. <u>Harvard Business Review</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)

Lipkin, Mike (2003). Ten Researched Ways to Unleash the Leader within You. <u>Canadian Manager</u>. (available from Lovejoy Library's EBSCO Publishing)

Pfeffer, Jeffrey & Sutton, Robert (1999). The Smart-Talk Trap. <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)

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)

Kaplan, Robert & Kaiser, Robert (2003). Developing Versatile Leadership. <u>MIT Sloan Management Review</u>.   (available from Lovejoy Library's EBSCO Publishing)

Sweetman, Kate (2001). Embracing Uncertainty. <u>MIT Sloan Management Review</u>. (available from Lovejoy Library's EBSCO Publishing)

LPI Feedback Session

Sunday, Feb 29   Project Management

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

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)

Exercise: Meeting Management
              Case 2