

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

PROFESSOR: Debbie Glick

COURSE NUMBER: MBAM 663.12

LEADERSHIP AND ORGANIZATIONAL SUCCESS

SPRING TRIMESTER 2008

Session A – January 8 – February 19, 2008

TUESDAYS 6:00 pm – 10:00 pm

BECKMAN MANAGEMENT CENTER
DRESCHER GRADUATE CAMPUS, MALIBU
GSBM

SYLLABUS

**LEADERSHIP AND ORGANIZATIONAL SUCCESS
MBAM 663.12 - SPRING 2008 - SESSION A**

Day/Class time: Tuesdays – 6:00 pm – 10:00 pm, January 8 – February 19, 2008

Location: GSBM, Drescher Graduate Campus

Professor: Debbie Glick

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I. INTRODUCTION

Leadership is one of the most compelling, interesting and most misunderstood subjects. Some doubt whether Leadership can even be taught. What is Leadership? What qualities do leaders possess? How are leadership skills developed? How does leadership differ from management? What does “good leadership” look like? What is the relationship between leadership and organizational success? These are the questions we will address in this course.

II. COURSE DESCRIPTION

Based upon the premise that leadership is critical for organization success, this course investigates the nature of leadership and its role in this success. The principal objective of this course is to prepare individuals to better understand and assume leadership roles. Theories of leadership are tied to case situations, personal growth and development, and other sources for leadership learning.

This class uses group exploration, personal exercises, personal development planning, and film in an attempt to set the context for leadership actions. In this course we evaluate leadership styles and issues, and apply leadership ideas to actual case situations.

III. COURSE OBJECTIVES

1. To understand the nature of leadership vs. other management behavior/ roles
2. To understand the diversity of leadership theories and models
3. To develop and articulate your individual philosophy of leadership
4. To create a personal development plan for building key leadership characteristics, traits and skills
5. To practice exercising leadership behaviors in real organizational contexts
6. To understand the impact of leadership choices on organizational performance
7. To develop an understanding of leadership’s role in developing organizational strategy
8. To build your commitment to high standards of leadership for yourself and others

IV. TEXTBOOK AND COURSE MATERIALS

All assigned course readings/ articles, with the exception of the book reviews, are contained in the 3 textbooks below.

1. Harvard Business Review on What Makes a Leader
Publication date: September 25, 2001
HBS Press Book
Product # 6374
2. Harvard Business Review on Leadership
Publication date: August 7, 1998
HBS Press Book
Product # 8834
3. The Leadership Challenge, 4th edition
James M. Kouzes, Barry Z. Posner
ISBN: 978-0-7879-8491-5
August, 2007
Jossey- Bass Publisher

V. GRADING AND COURSE REQUIREMENTS

Graded Activities	% of Grade
1. Class participation, attendance and preparation	30
2. Movie Assignment: <i>Remember the Titans</i>	10
3. Book Review – written and oral presentation	20
4. Final Leadership Project – written and oral presentation	40
Total	100%

All written assignments will be formatted as follows:

1. Typed, double spaced, numbered pages, blank cover sheet. Hardcopy only - no electronic versions will be accepted.
2. Edit for spelling, grammar, punctuation and syntax
3. Written in professional business style
4. Book Review and Final Leadership Projects – bring hardcopy to distribute to all class members.

VI. ATTENDANCE POLICY

Students are expected to attend all seven class sessions to receive course credit. In case of an emergency or unforeseen circumstance preventing a student from attending a complete class session, makeup work will be assigned. All efforts should be made to notify the instructor prior to missing a class session.

- Attendance at the first class session is required. You will not be allowed to remain enrolled in the course if you miss the first class session.
- If you miss two class sessions you will be dropped from the course.

VII. EXPECTATIONS AND ASSIGNMENTS

1. **Personal Best** – Due first day of class, January 9, 2008

A “personal best” experience is an event, or series of events, which you believe to be your individual standard of excellence. It is your own record-setting performance—a time when you achieved your very best. For purposes of this exercise, focus your thinking on a personal best experience in which you were a leader. Your experience can be relating to a time when you were appointed or selected leader, a time when you emerged as a leader or a time when you were the official leader or manager. Prepare a 2 page document, answering the following questions:

1. What was the project? What was your specific role in this project?
2. What were the actual results of the project—both qualitative and quantitative?
3. If you were the one to initiate this project, why did you do it?
4. Describe your feelings at the beginning of the project? How did these change over time?
5. What actions did you take that contributed to the team’s and project’s success?
6. What major challenges or setbacks did you face?
7. How did you motivate others to participate?
8. What did you learn about leadership from this personal best experience?

2. **Class Participation, preparation and attendance** – 30% of final grade

Learning is best accomplished when the person learning is highly involved. Participation will be determined by a number of factors:

- Your degree of preparation, as evidenced by your ability to contribute to classroom discussions
- Your degree of mastery of the material, as evidenced by the quality of your remarks and questions during classroom discussions and activities
- Your ability to listen to others and integrate their ideas with your own
- Your ability to provide constructive feedback to others
- Presence in all class sessions – physically and mentally
- Completion of all reading, writing and other assignments on time

3. **Remember the Titans movie assignment** – Due January 22, 10% of final grade

View the movie; *Remember the Titans*, and prepare a 2-3 page paper discussing the following questions:

1. Describe the leadership styles of the two coaches. What specific leadership traits, behaviors and characteristics did each coach exhibit?
2. How effective was each coach as a leader? What specifically did each coach do to contribute to the success of the team? What specifically did each coach do to influence and motivate their followers? What could each leader have done differently?
3. How did each leader address change resistance? What methods of change resistance management were most successful?
4. Describe the contributions of 2 other leaders in the movie. What specifically did each one do to exhibit leadership?
5. What recommendations would you make to a leader facing a similar situation?

4. **Book Review** – 20% of final grade, Book and presentation dates to be assigned the first day of class.

Write a book review on your assigned leadership reading, prepare a 5 minute presentation, and distribute one handout of your book review to each member of the class. Book review will be graded on both your **clarity** of presentation (how well you captured the essence of the book), and your **critical reflection** (how you critique the book’s ideas and integrate them with other class learning). Include in your book review:

1. The core premise and concepts from this book
2. Three “Big Ideas” you took away from this book
3. How you might implement these 3 Big Ideas in your workplace
4. What are the implications of the key ideas from this book to organizations
5. Your assessment/ rating of this book and why

5. Final Leadership Assignment – 40% of final grade, presentation and assignment due either on February 12 or February 19 (presentation dates will be selected by lottery).

In this final capstone project you will research a Great Leader, and assess this leader’s performance against the leadership theories and practices learned throughout this course. You may select a historical leader, such as Mahatma Gandhi, a current or recent business leader, such as Jack Welch, or anyone in a high level leadership role whom you are personally familiar with or have personal access to.

In your final paper and presentation, please describe a time or situation when this leader faced a large challenge. Please describe the situation, and what specifically this leader did to:

- 1. Challenge the Process
- 2. Inspire a Shared Vision
- 3. Enable Others to Act
- 4. Model the Way
- 5. Encourage the Heart

Describe the obstacles this leader faced, and what the leader did to overcome these obstacles. Discuss the various setbacks the leader experienced, and how the leader overcame these setbacks.

Discuss the constituents or followers the leader served, and how the leader influenced, engaged and inspired the followers.

Describe the outcome of this Leadership Challenge, and your lessons learned from it.

Prepare the following:

1. Written paper of 5-7 pages
2. Copy of written paper for all class members
3. An engaging and inspiring oral presentation of 10 minutes (maximum).

VIII. CONDUCT

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal – separation of the student from the University on a permanent basis.

Suspension – separation of the student from the University for a specified length of time.

Probation – status of the student indicating that the relationship with the University is tenuous and that the student's records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation."

IX. POLICY ON DISABILITIES

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: <http://www.pepperdine.edu/disabilityservices/>.

X. SCHEDULE OF CLASSES AND ASSIGNMENTS

Please note there are reading and written assignments due at the beginning of each class, including the first class. All assigned course readings/ articles, with the exception of the book reviews, are contained in the 3 textbooks below.

The following abbreviations are used for each of the course textbooks:

- LC – Leadership Challenge, Kouzes and Posner
- HBR-L – Harvard Business Review on Leadership (1998)
- HBR-W – Harvard Business Review on What Makes a Leader (2001)

Session #/ Date	Topics	Reading Assignments Due	Written Assignments Due
1. January 8	Overview Course Objectives Course Assignments Expectations Leader vs. Manager PACE assessment Personal Best exercise Leadership Challenge overview	LC – Chapters 1, 2 HBR-L 1. What Leaders Really Do, Kotter 2. Managers and Leaders: Are They Different, Zaleznik	1. Characteristics of an Admired Leader questionnaire. 2. Personal Best written assignment. 3. PACE questionnaire 4. PACE Color descriptors rankings. 5. LPI questionnaire.
2. January 15	Leadership Types and Views Leadership Challenge <ul style="list-style-type: none"> ▪ Challenging the Process ▪ LPI 	LC – Chapters 7, 8 HBR-W 1. Narcissistic Leaders, Maccoby 2. Leadership That Gets Results, Golman 3. Why Should Anyone be Led by You, Goffee/ Jones	1. Book Reviews <ul style="list-style-type: none"> ▪ Leadership Types ▪ Challenging the Process
3. January 22	Leadership Styles Leadership Strategy Change Leadership Leadership Challenge <ul style="list-style-type: none"> ▪ Inspiring a Share Vision ▪ Vision Statements ▪ LPI 	LC – Chapters 5, 6 View <i>Remember the Titans</i>	1. Book Reviews <ul style="list-style-type: none"> ▪ Leadership Strategy and Change ▪ Inspiring a Shared Vision 2. <i>Remember the Titans</i> assignment due
4. January 29	Team Leadership Leadership Challenge <ul style="list-style-type: none"> ▪ Enabling Others to Act ▪ LPI 	LC – Chapters 9, 10 HBR-L 1. The Discipline of Building Character, Badaracco HBR-W 1. What Makes a Leader, Golman	1. Book Reviews <ul style="list-style-type: none"> ▪ Team Leadership ▪ Empowerment
5. February 5	Transformational Leadership Leadership Challenge <ul style="list-style-type: none"> ▪ Modeling the Way ▪ Leading by Example ▪ LPI 	LC – Chapters 3, 4 HBR-L 1. The Ways Chief Executive Officers Lead, Farkas/ Wetlaufer 2. The Human Side of	1. Book Reviews <ul style="list-style-type: none"> ▪ Transformational Leadership ▪ Leading by Example

		Management, Teal	
6. February 12	Values-Based Leadership Great Leaders Review Leadership Challenge <ul style="list-style-type: none"> ▪ Encouraging the Heart ▪ LPI 	LC – Chapters 11, 12 HBR-L 1. The Work of Leadership, Heifetz/Laurie HBR-W 1. Leading Through Rough Times, Fryer	1. Book Reviews <ul style="list-style-type: none"> ▪ Values-Based Leadership ▪ Motivation ▪ Encouraging the Heart 2. Final Leadership Projects due 3. Final Leadership Presentations due
7. February 19	Leadership is Everyone's Business Great Leaders Review	LC – Chapter 13	1. Final Leadership Projects due 2. Final Leadership Presentations due

XI. LEADERSHIP BOOK LIST AND BOOK REVIEW ASSIGNMENTS

Week 2 – Leadership Types and Leadership Views

1. Blanchard, Ken and Bowles, Sheldon (1997). Gung Ho!
2. Carnegie, Dale (1981). How to Win Friends and Influence People.
3. Covey, Stephen R. (2000). 7 Habits of Highly Effective People.
4. Lencioni, Patrick (1998). The 5 Temptations of a CEO: A Leadership Fable

Week 3 – Leadership Styles, Leadership Strategy and Change Leadership

1. Bennis, Warren G. (2000). Managing the Dream.
2. Kotter, John (1996). Leading Change.
3. Muirhead, Bryan K., and Simon, William L. (2004). High Velocity Leadership: The Mars Pathfinder Approach to Faster, Better, Cheaper.
4. Perkins, Dennis (2000). Leading at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition.
5. Useem, Michael (1998). The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All.

Week 4 – Team Leadership

1. Bennis, Warren G. (2003). On Becoming a Leader.
2. Kotter, John P. (1996). Leading Change.
3. Kouzes, James M. and Posner, Barry Z. (1993). Credibility: How Leaders Gain and Lose It.
4. Lencioni, Patrick (2002). The 5 Dysfunctions of a Team.

Week 5 – Transformational Leadership

1. Bass, Bernard M. and Riggio, Ronald E. (2005). Transformational Leadership.
2. Buckingham, Marcus and Coffman, Curt (1999). First Break All the Rules.
3. Collins, Jim and Porras, Jerry I. (2002). Built to Last: Successful Habits of Visionary Companies.
4. Harmon, Frederick G. (1996). Playing For Keeps.
5. Hesselbein, Frances; Goldsmith, Marshall; and Beckhard, Richard (1996). The Leader of the Future.

Week 6 – Values-Based Leadership

1. Blanchard, Ken and O'Connor, Michael (2003). Managing by Values.
2. Covey, Stephen R. (1992). Principle-Centered Leadership.
3. Kouzes, James M. and Posner, Barry Z. (1998). Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others.
4. Kuczarski, Susan Smith and Kuczarski, Thomas D. (1995). Values-Based Leadership.
5. Slater, Robert (1999). Jack Welch and the GE Way: Management Insights and Leadership Secrets of the Legendary CEO.