

SYLLABUS

DMSB 723

Leadership and Ethics

Fall 2006

Instructor: David M. Sluss, Ph.D.

**International
Master of Business Administration**



MOORE SCHOOL OF BUSINESS

UNIVERSITY OF SOUTH CAROLINA

DMSB 723 Leadership and Ethics Fall 2006

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Course Material

The following course material is available at the USC bookstore or online.

1. Northouse, P.G. 2004. *Leadership: Theory and practice*. Thousand Oaks, CA: Sage. (bookstore)
2. Supplemental readings: Several articles will be from Harvard Business Press as well as other sources. The other source articles will be placed upon blackboard. The HBS articles may be downloaded directly from the HBS site.
3. For cases, please go to the Harvard Business Press website to purchase and download the cases.
4. You need to keep track of lecture notes (powerpoint files). The lecture notes will be located on the course website (i.e., blackboard under course documents). Please print them out before each session.

Course Overview

“Leadership and Ethics” is designed to assist you in leading individuals, groups, and organizations within the international context. The course is built upon both traditional and cutting edge research on leadership and social behavior within organizations. The course employs multiple methods to facilitate learning: lectures, case analyses, small group discussions, experiential exercises, video presentations, self-assessment tools, and a leadership development plan.

Course Objectives

Leadership (i.e., a process by which you influence others to accomplish a goal) is relevant at all levels within your organizational life. Whether you are a brand new consulting team lead, an entrepreneur, or the CEO of a large multi-national corporation, applying leadership principles is essential to your success. Thus, the specific learning goals for this course are to:

1. Gain insights for proper application of leadership theories through case analyses.
2. Build communication and coaching skills relevant for leadership.
3. Understand the role of vision in leading individual, group, and organizational change.
4. Incorporate a framework of ethics in leading others.
5. Develop a personal leadership development plan.

Instructional Design (i.e., Case Method)

I will use multiple instructional methods to help you learn leadership. I will use lecture, reading assignments, small group discussions, experiential exercises, and the like. ***However, the case method will be the primary medium for learning.*** The case method requires that we take on special roles. First, you and I will share the responsibilities of learning. We learn from each other's comments, ideas, pontifications, and random thoughts. Your job is to participate, participate, and participate. You should have a desire to learn, be open to others, and take responsibility for your actions. Having a sense of humor and flexibility won't hurt! My job is to direct and guide the discussion without dominating it. My job is not to provide the solution but to facilitate your learning toward the solution. The case method will be the driving force for reaching many of the course objectives.

Communication

I will use Blackboard to communicate with you. Please look in the announcement section for the latest news on what's happening in the course. I post all the lecture notes (powerpoint slides), case discussion questions, additional readings, and assignments (under course documents). It is your responsibility to use these sources wisely. I assume that you will wait until the night before the class is scheduled to print out the slides and discussion questions. I tend to add new material as it comes to my attention. New material allows the course to remain up-to-date and relevant for your future career.

Teams

You will be assigned to a team of 4 to 5 individuals that will be "your team" throughout this course. Your team will be a resource when preparing readings and case analyses. Also, your team will be used periodically for in-class exercises and discussions. Last, your team will be used to prepare a team case analysis that will be 20% of your final grade (see below).

Evaluation and Grades

I am committed to being well prepared for each session and to use creative facilitation techniques to help you apply the concepts taught in the course. I strive to evaluate your work in a tough yet fair manner. I also strive to give detailed feedback so you will know both your strengths and your areas for improvement.

Your final grade will consist of the following components:

- | | |
|---|-----|
| 1. Participation | 20% |
| 2. Personal Leadership Development Plan | 10% |
| 3. Team Case Analysis I | 30% |
| 4. Team Case Analysis II | 30% |
| 5. Peer Evaluation | 10% |

Letter grades will be awarded according to the following scale:

| | | |
|------------------|---|----|
| 90.0 % - 100.0 % | = | A |
| 87.0 % - 89.99 % | = | B+ |
| 80.0 % - 86.99 % | = | B |
| 77.0 % - 79.9 % | = | C+ |
| 70.0 % - 76.9 % | = | C |
| 67.0 % - 69.9 % | = | D+ |
| 60.0 % - 66.9 % | = | D |
| 00.0 % - 59.9 % | = | F |

Teams

Given that leadership is lived and experienced mainly via teams and team work. You will form teams of 4 to 5 individuals that will be “your team” throughout the course. You will be free to form your own teams – in other words, the teams will not be assigned by me. We will discuss this process during our first session. Your team will be a resource when preparing for the course and case discussions. Also, your team will be used for in-class experiential learning activities. Last (and possibly most important), your team will be used to prepare two team case analyses that will be 60% of your final grade (see below).

The following pages explain, in detail, each component of the course:

1. Participation

“Tell me and I’ll forget. Teach me and I’ll remember. Involve me and I’ll learn”

-W. Edwards Deming, adapted from Confucius

What do I mean by “participation”?

- raising and answering questions
- sharing ideas, observations, and personal experiences
- pointing out relevant data
- generating potential solutions
- relating to and synthesizing the ideas of others
- pointing out relationships to earlier discussions
- helping others develop their views and ideas

How do you participate?

- *Get involved.*
 - Class members are dependent upon each other for learning. Members who sit back and decline to participate, whether out of shyness or smugness or for whatever reason, are helping neither themselves nor their classmates.
- *Trust your own experiences.*
 - The course is designed to give you a conceptual framework for making sense of your everyday work and leadership experiences. Thus, your experiences should help anchor your learning. Draw on them to interpret material and illustrate your arguments. Equally important, be prepared to *reinterpret* your experiences in light of new insights gained from the course.
- *Be aware of your own values and biases.*
 - “Where you stand depends on where you sit”: your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself).
- *Value the contributions of others.*
 - There is seldom one best way to lead, and different people often come to different conclusions about how they would handle a situation. You can learn as much from listening to your classmates as you can from any book. Further, it’s the feeling that one’s contributions are appreciated – even if the contents are debated – that facilitates the free flow of ideas essential to good discussion.
- *Don’t be satisfied with shallow analysis* from yourself, your classmates, or me!
 - In the interests of saving time and making a point, we often gloss over subtleties: if something doesn’t sound right, then it probably isn’t.

So, please get involved, share your experiences and ideas. Leadership is very much a shared experience. It is my hope that we can learn and experience leadership together.

“A professor is one who talks in someone else’s sleep”

-Anonymous

2. Personal Leadership Development Plan

The overall goal of this course is to help you develop leadership competencies. The specific goal of this assignment is for you to create a leadership development plan that identifies how you will improve your leadership competencies based upon your leadership-career goals. In short, leadership relies heavily upon you influencing others. As such, your plan must outline how you will increase your ability to influence others in the pursuit of your leadership goals. The plan is meant to be a living document. It should be examined and modified on a regular basis as you progress in your career. These changes might entail changing your mid-term career goals, deleting learning goals already accomplished, identifying new goals or developmental actions, and so forth.

Note: Creating and developing this plan should take you between 4-8 hours. However, I strongly suggest you complete the plan over a two or three week period. A detailed description of this assignment will be posted on “BlackBoard.”

3 & 4. Team Case Analyses (I & II)

In your teams, you will analyze two cases. The first case is due half way through the course with the final case analysis being due at the end of the course. The specific questions for the case will be announced during the course. The case analysis will serve to show your team’s knowledge and application of the leadership concepts learned throughout the course. All team members will receive the same grade on the assignments.

Note: The cases will be available through the Harvard Business Press website. The case questions will be posted on “BlackBoard” during the course. Each case analysis is expected to be approximately 5-7 (double-spaced) pages long.

5. Peer Evaluation

Because 60% of your grade depends on work conducted by your team and all team members get the same grade, individuals often want the opportunity to evaluate their team members. The hope is that each team member contributes high (and relatively equal) value to the assignment. However, sometimes this is not the case. To evaluate relative contribution, each team member will complete a peer evaluation for each of her/his teammates and email it (or provide a hard copy) to me by the end of the day of the last session. *All individual ratings provided by you will be kept strictly confidential.* I will compile the evaluations across teammates and assign an overall grade.

Note: The peer evaluation form will be posted on “BlackBoard” during the course. We will discuss how to complete the form during one of the sessions.

**DMSB 723 – Leadership and Ethics
Fall 2006 Schedule**

| Session | Reading Assignments | Case / Notes |
|--|--|--|
| 1. Introduction to International Leadership | Northouse – Ch. 1 Other readings – Hofstede (AME, 1993) | In the Shadow of the City |
| 2. Building blocks for leadership: Traits, personality, and motivation. | Northouse – Ch. 2 Other readings – Jordan (HBR, 2003); Prewitt (HBR, 1998); Spreier (HBR, 2006); Levinson (HBR, 2003); Kohn (HBR, 1993) | Erik Peterson (A) |
| 3. Organizational culture: The air that leadership breathes | Northouse – None Other readings – Duncan (AME, 1989); Collins (HBR, 2001) | Orit Gadiesh (A) |
| 4. Leadership behaviors | Northouse – Ch. 3-4 Other readings – None | Taran Swan (A) |
| 5. Leadership in context | Northouse – Ch. 5-6 Other readings – None | Erik Peterson (C & D) <i>Due: Team Case Analysis I</i> |
| 6. Relational leadership | Northouse – Ch. 7-8 Other readings – Hill (HBS; Relationships) | Rob Parson (A) |
| 7. Leading organizations | Northouse – Ch. 9 Other readings - None | Corey Robinson (A & B) |
| 8. Leading teams | Northouse – Ch. 10 Other readings – Gary (HBR, 1997) | Dawn Riley (A) <i>Due: Leadership Dev. Plan</i> |
| 9. Career ethics in leadership | Northouse – Ch. 13 Other readings – None | Martha McCaskey |
| 10. Diversity and power in leadership | Northouse – Ch. 12 Other readings – Hill (HBS; Power) | Jonah Creighton (A & B) <i>Due: Team Case Analysis II</i> <i>Due: Peer Evaluations</i> |

*Schedule may be changed based on needs of class.

Notes: All HBR articles and HBS notes are found on the Harvard Business Press website.