COURSE DESCRIPTION

This course provides an understanding of the multiple perspectives and approaches to studying, defining, applying, and evaluating the concept (and practice) of leadership. We will discuss classic, as well as recent, approaches in the academic leadership literature to understand what they imply for developing and sustaining yourself as a leader throughout your career. The course is based on two assumptions: 1) There is not one ‘correct’ way to lead, and 2) All leaders are a work in progress—there is not one milestone to achieve that defines you an effective leader.

Through case studies and simulations, we will examine the effectiveness of different traits, styles, and philosophies in critical leadership activities such as maintaining ethical standards, mobilizing different constituents, resolving conflict, and managing employee performance. Through a 4-part series of personal assessments, students will derive leadership insights from their own behaviors, preferences, and personalities in order to answer three questions: 1) Where am I currently as a leader? 2) What tools can I use to improve as a leader right now? 3) What is my plan for a future career as a leader?

COURSE REQUIREMENTS

Students will need to complete a management simulation, as well as four personal assessment instruments, including a 360 degree evaluation. These materials will be provided by the instructor in class and will be used as the basis for completing final assignments.

Evaluation of your progress in the course is based on the following:

- 30% Participation in Class Discussion
- 10% True North Paper
- 10% Leadership Analysis
- 10% Manager’s Workshop Reflection
- 20% Personal Instruction Manual
- 20% Career Projection Plan

Leadership Strategies Course Readings
Practicing Ethical Leadership to Sustain a Career

Class 1: Myths and Methods of Leadership

Class 2: Ethical Leadership with Authority


Class 3: Ethical Leadership without Authority


Leadership Traits and Practices: The Promise and Perils of Your Strengths

Class 4: Understanding the Context of Effective Leadership Behaviors

Class 5: Exploring and Sustaining Your Leadership Strengths
Personal Best Worksheet

Class 6: Your Leadership Behaviors

Class 7: Your Leadership Preferences

Class 8: Leadership and Your Personality Traits

Class 9: Your Leadership Strengths and Areas for Development
Communicating and Leading Through Challenges

Class 10: The Multi-Level Problem: Diagnosing and Communicating about Problems

Mahzarin, Banaji, Max Baxerman, and Dolly Chugh (2003). “How unethical are you?” Harvard Business Review # R0312D.

DeStefano, J., International Bank of Malaysia Limited, Ivey Case # 9A74C-019.

Class 11: Overcoming Blame and Conflict
Williams, Monci (July 1997). “Don’t avoid conflicts: Manage them.” Harvard Management Update # U9707A.


Leading and Managing the Performance of Others

Class 12: The Nuances of Motivating Subordinates

Class 13: Dealing with Difficult and/or Different People


Class 14: Helping Others Understand How to Work with You

Class 15: Course Summary

CLASS POLICIES

Attendance Policy
You must be present to participate. If you miss class, you will not be able to participate and your grade will reflect your absence. If you must miss a class, it is essential that you notify me at least 24 hours in advance so I can make arrangements for any in-class exercises.

Laptop Computers and Cell Phones
Please turn off and put away your laptop computer and cell phone during class time. All slides will be made available as needed. You are responsible for bringing or printing out personalized reports prior to class.
**Grading Policy**
My policy for grade disputes is that students submit their dispute to me in writing. This should be a one page memo detailing the following: a) why you feel the grade was unfair, b) any relevant information (e.g., from the case or readings) that supports your belief, c) what grade you feel you deserve, and d) why you feel your grade is inconsistent with the grading criteria. I will respond to your written request within 3 working days.

**HONOR SYSTEM AND CODE:** The Honor System and Code adopted by George Mason University will be enforced for this class. You may find the honor code at [http://oai.gmu.edu/the-mason-honorcode/](http://oai.gmu.edu/the-mason-honorcode/).

**Examples of Honor Code violations include but are not limited to:** Discussion of or sharing the content of any writing assignment or exams with previous, current, or future MGMT students (in any section or semester); falsely representing your own work or the work of others (i.e., plagiarism); using or handing in work from a different course.

**Please note:** The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted to the Honor Committee for adjudication. A first offense typically results in an F in the class with subsequent offenses resulting in possible expulsion from the university.
## Leadership Strategies
### Course Schedule and Reading Assignments

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<th>READINGS/CLASS PREPARATION</th>
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| Practicing Ethical Leadership to Sustain a Career | 1     | 1/20 | Myths and Methods of Leadership     | Course overview  | Managing Xerox’s MDC       | What techniques did John Clendenin use to attain power for (a) himself and (b) his department?  
Given what you know about Clendenin’s goals and personality, how should Clendenin respond to Hewitt’s offer? |
|                                            | 2     | 1/27 | Ethical Leadership with Authority   | Case discussion  | Avoiding integrity landmines  
Crisis and response: Sexual abuse allegations in the Boston Archdiocese (A) | What are the critical events in GE vs. the Boston Archdiocese that create ethical vs. unethical norms?  
What were Cardinal Law’s options, or courses of leadership action he might have considered? |
|                                            | 3     | 2/3  | Ethical Leadership without Authority| Case discussion  | Influence without authority  
Slade Plating Department case | Is the punch-out system a problem in the plating department? Why, or why not?  
Should Mr. Porter “blow the lid off the whole mess”?  
Who are the leaders in this situation? |
## Leadership Strategies

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<tr>
<td></td>
<td>5</td>
<td>2/17</td>
<td>Exploring and Sustaining Your Leadership Strengths</td>
<td>Personal Best Discussion</td>
<td>Discovering your authentic leadership</td>
<td>Due: Personal Best Worksheet</td>
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<td>6</td>
<td>2/24</td>
<td>Your Leadership Behaviors</td>
<td>Debrief your 360 Degree Feedback Report</td>
<td>What leaders really do</td>
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<td>7</td>
<td>3/2</td>
<td>Your Leadership Preferences</td>
<td>Debrief your MBTI &amp; FIRO-B Leadership Report</td>
<td>Print out, read, and bring MBTI/ FIRO-B Combined Leadership Report</td>
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<td>8</td>
<td>3/16</td>
<td>Leadership and Your Personality Traits</td>
<td>Debrief your NEO results</td>
<td>Read your NEO report for Management Planning</td>
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<td>9</td>
<td>3/23</td>
<td>Your Leadership Strengths and Areas for Development</td>
<td>Identify themes across assessments</td>
<td>Bring all of your reports to class</td>
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| **Communicating and Leading Through Challenges** | 10    | 3/30 | ➢ The Multi-Level Problem: Diagnosing and Communicating about Problems | ➢ Case discussion | ➢ *Find the gold in toxic feedback*  
➢ *How (un)ethical are you?*  
➢ *International Bank of Malaysia* | ➢ What is/are the problem(s) at the International Bank of Malaysia? What organizational goals are not being met?  
➢ What are the causes of the problem(s)?  
➢ How should Ian go about solving these problems? |
|       | 11    | 4/6  | ➢ Overcoming Blame and Conflict | ➢ Case discussion | ➢ *The Troubled Team at Universal Telecom*  
➢ *Don’t avoid conflicts: Manage them* | ➢ What are the critical process and performance issues this team is facing?  
➢ How do the personalities of each team member (and their manager) play into the team’s problems and operating climate?  
➢ How would you define effective leadership in this situation? |
| **Leading and Managing the Performance of Others** | 12    | 4/13 | ➢ The Nuances of Motivating Subordinates | ➢ Manager’s Workshop Discussion | ➢ Complete the Manager’s Workshop simulation | ➢ Which employee annoyed you the most? Why?  
➢ How did you recognize how to resolve each person’s performance problems—OR—what surprised you about their reactions? |
|       | 13    | 4/20 | ➢ Dealing with Difficult and/or Different People | ➢ Scenarios and Discussion | ➢ *The real reason people won’t change*  
➢ *The power of talk*  
➢ DUE: Manager’s Workshop Reflection | |
|       | 14    | 4/27 | ➢ Coordinating Effectively | ➢ GlobeSmart exercise | | |
| **Course Summary** | 15    | 5/4  | ➢ Course summary | ➢ Course Reflection | ➢ DUE: Instruction Manual  
➢ DUE: Career Projection Assignment | |