MBA 725 Leadership
Fall 2011 Syllabus
Dr. Richard Klimoski

Class meets: Wednesday 7:20 – 10:00 pm, Enterprise 277

Instructor: Richard Klimoski
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Office: 703-993-1828
Office hours: Wednesdays, 5:00-6:00 pm, other times by arrangement
Blackboard: www.mymason.gmu.edu

COURSE PURPOSE

The purpose of this course is to give you a deeper understanding of the demands of organizational leadership and an increased ability to be a successful leader

CASES

Harvard Business School Cases

Course cases and readings should be purchased at:
http://cb.hbsp.harvard.edu/cb/access/9688680

ARTICLES

ARTICLES ARE AVAILABLE ELECTRONICALLY AND HAVE BEEN PLACED ON OUR COURSE WEB SITE.

YOU CAN ALSO DOWNLOAD MANY OF THE ARTICLES DIRECTLY FROM THE LIBRARIES’ ELECTRONIC JOURNAL COLLECTION

OTHER COURSE MATERIALS
MOST COURSE MATERIALS WILL BE MADE AVAILABLE ON OUR COURSE WEB SITE

CLASS FORMAT

The course will be built around individual and student team work. The course itself will be interactive and will incorporate exercises, faculty and student-led discussions involving the readings and case material. There will be student presentations based on the Leader Profile course report produced by student teams.

I have business executives as guest speakers scheduled for most of the sessions. These individuals will be asked to brief the class on their current leadership challenges.

COURSE LEARNING OBJECTIVES

- Become facile with research-based frameworks for explaining effective organizational leadership and learn how to better link theory to practice.
- Gain personal insights in key areas such as how to work in teams, build and use a leadership network, improve communication in hardship and crisis situations and understand different ways to motivate and influence people.
- Articulate the critical competencies for organizational leadership, especially as these relate to managing work groups and teams.
- Understand your own potential for leadership and how to best develop it.
- Energize your efforts to develop this potential.
- Explain the role of leaders in achieving the success of work organizations by creating and insuring the alignment among the tools of leadership including organizational vision, strategy, structure, culture, hiring and socialization programs, reward systems, leadership succession programs.

COURSE DELIVERABLES AND EVALUATION

There are several evaluated deliverables in this course.

DELIVERABLE 1: LEADERSHIP CASE ANALYSES (6 REQUIRED; 60% OF COURSE GRADE)
- Learning teams will be formed. Each member will contribute to the creation of a four-page analysis which provides answers to case questions posed. These analyses will be due on the evening that the cases will be discussed. Each team member should submit a copy of their team analysis using the Blackboard protocol to be described in class. The team analyses will be the foundation for class discussions. There are 6 evaluated case assignments and one evaluated network exercise. Each of
the 6 cases is evaluated and scored for purposes of assigning all members of the learning team a grade.

**DELIVERABLE 2: PARTICIPATION (10% OF COURSE GRADE)**
- This is an advanced MBA elective which will be delivered using a case-based discussion format. This course succeeds based on a high level of student engagement, and thus your evaluation in the course will be heavily weighted on your individual contributions to the case discussions and how well you integrate the readings into such discussions. Your contributions to your learning teams will also be assessed and enter into your participation grade. We will discuss the class discussion evaluation process in more detail at the first class meeting. But you should assume that effective contributions to your team case projects and regular attendance and high levels of engagement during our class meetings are expected and key to obtaining the maximum number of points possible.

**DELIVERABLE 3: LEADER PROFILE (20% OF COURSE GRADE)**
The purpose of this exercise is to allow you to explore one or more of the issues or theories addressed in our class from the point of view of actual senior organizational leaders. As such, it would be important for the team to agree on an issue, theme or direction for the interviews early on in the process. Then, as a result of the interviews and analyses based on the interviews, the team should be in a position to come to a new state of awareness or a set of conclusions regarding the issue(s) addressed (e.g. building a top management team, succession planning). This means it would be very appropriate to go into the interviews with the goal of evaluating a perspective or a thesis regarding the topic (e.g. one based on course materials or on the work experiences of team members).

Each group will conduct five interviews (*one per group member*) with business leaders who meet any one of the following criteria:
- CEO of firm (company must be 3+ years old, >20 people)
- C suite officer (company must be 3+ years old, >100 people)
- President, VP or GM of division of larger company (company must be 3+ years old, >1000 people)
- Active Government SES level leadership position (with significant management responsibilities)
- Active Military – General or Admiral level position or position with significant management responsibilities (e.g., a Brigade or Battalion commander, etc.)

For those up to the challenge, you might seek out individuals who represent:
- C level position of large firm (3000 or more)
- Top Military and Government officials (administrators, second in command)
Note that the chosen leaders selected for this assignment may not be an immediate supervisor or someone with whom you have an established relationship (e.g. relative, friend).

In order to best prepare for this assignment please review the grading criteria for the work to be submitted and for the in-class presentations to be made. Next, as a group, create a set of questions that you would like to ask (an “interview protocol”). Each group member would then be required to use the same protocol in the conduct of their particular interview. Upon completion of all five interviews, the group must then select two for the actual write up and class presentation.

Specifically, each team will perform a leader analysis which compares and contrasts the two leaders that were chosen for close examination. The selection of the two leaders might depend on such things as the quality of the information that was obtained, the level of seniority of the leaders, the nature of differences that were observed across the set of five leaders or even be based on how compelling or interesting a comparison would be given our course objectives.

To do this assignment effectively you should first learn all that you can in a preliminary way (e.g. from the web) about each of the leaders chosen by team members (background, leadership styles, successes, current challenges or initiatives). Using this information, the team would draft and then agree on the final set of questions to be used in common. In doing this note that some consideration must be given to insure that the common set of questions must be seen as appropriate for the set of leaders to be interviewed. Similarly the agreed upon protocol should be efficient and not take more of a leader’s time than necessary. Next, each team member will schedule and conduct a face-to-face interview with a leader. Once on site it is usually a good practice to ask for permission to tape record the interview for transcription and analysis. Finally, it is also helpful to have at least one other team member present during each interview. Your teammate can then serve as your “back up”; as someone to help you to stay on schedule and later to recall and integrate the findings.

Once an interview is complete, each team member will convert the questions from the protocol and the leader’s answers into a draft leader profile report. The team will then review these drafts of interviews and select the pair of leaders on which to present. As you will see from the grading of this assignment, the final report has a section that requires you to “compare and contrast” but ultimately to integrate the two profiles.

This project includes both a team report (10%) and a group presentation to the class (10%). Detailed documents explaining the project and the evaluation are posted on our course Blackboard site under the folder “Leader Profiles”
Deliverable 4 (10% of course grade): Set of un-graded assignments. Over the course of the semester there will be a series of assignments that must be completed but will not be graded per se. Instead, points will be awarded based on the timely submission of each assignment.

A. Leadership in Action. This exercise asks you to reflect on and describe an example of leadership that you have seen recently, have experienced or have personally exhibited.

B. Team Leadership Survey. Each student is expected to complete a team leadership survey. The survey will be used to document the perceived leadership effectiveness of each individual as a member of a learning team. The survey results will be confidential. The results will be used as input to your participation points (above)

C. Network Exercise. You will be asked to complete and turn in a report describing the nature of your social network. This will play a major role in class discussions so it is important that it is done in a timely way.

D. Draft Leader Profile. As noted above, toward the end of the semester each team will be required to present a report comparing and contrasting the “styles” of two senior organizational leaders. As input to this assignment, each team member is to create a draft profile on the one leader that he or she personally interviewed. To ensure that team presentations are developed on schedule, the draft profile based on the personal interview is to be submitted at the time as noted on the syllabus.

E. Personal Learning Note. At the end of the term, you will be asked to reflect on and describe how the class experience may have influenced (changed, improved, challenged) you personally and/or professionally. This will not be a graded assignment. You will receive credit for submitting the note on time.

Grading Standards: A solid job on the case write ups and the leadership profile report will be evaluated at the A-/B+ border. To earn a strong A, performance must go beyond “meets expectations.”

The case write ups and other deliverables are due at the beginning of class on the due dates specified. Late projects will incur a penalty of 10% per 24 hour period following the due date. Missing deliverables will receive a grade of zero. Most deliverables will be posted to our course web site. But I also request that you bring hard copies to class as well.
Semester grades will depend on the total points you earn on the assignments described above; no extra credit will be available. The percentage cutoffs are shown below.

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<thead>
<tr>
<th>Grade</th>
<th>% of Points</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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**Honor Code**

The honor code applies to all work required for this class. You are free to confer with other people when working on your projects, but the final decisions about your projects and the writing should be your own for individual projects, and yours or your group members for group projects. More information about the GMU honor code is given on the GMU web site at various locations, including: [http://www.gmu.edu/depts/unilife/honorcode.html](http://www.gmu.edu/depts/unilife/honorcode.html) and [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12)

**Other**

**Blackboard Site:** This will be a primary way to work with me in order to coordinate such things as class assignments, grades and communications.

**E-mail:** I will occasionally send electronic messages to the entire class. I will use your gmu email address as represented in the Blackboard system. Thus, please be sure you check your gmu email account or have it forwarded to whatever e-mail account you normally use. You are fully responsible for taking the steps listed above, for checking your e-mail regularly, and for any information communicated to the class via e-mail. You should always feel free to communicate with me via e-mail.

**Disability:** Students with disabilities who require special accommodation should contact the Student Disability Resource Center (http://www.gmu.edu/student/drc/ or 703-993-2474) and should inform me of their needs so I can take them into consideration. Please take care of this during the first two weeks of the semester.

**Religion:** Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.
Inclement weather: Follow the university position for weather-related
cancellation. 703-993-1000 or check www.gmu.edu.

Late arrivals, Cell phones & beepers: Please be respectful to others and be on
time to class. Also, cell phone and beepers are distracting. Please turn off all
audible signals before class.

8/8/11
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Case and Deliverables</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Course Introduction</td>
<td>Course overview; Exercise: Leadership in Action; readings discussion</td>
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<tr>
<td>Aug 31</td>
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<td>Week 2:</td>
<td>Leadership Styles</td>
<td>Case #1* (Coach Knight) and Case #2 (Coach K); readings discussion</td>
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<td>Sept 7</td>
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<td>*no write up due</td>
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<td>Week 3:</td>
<td>Power Dynamics and Influence Tactics</td>
<td>Readings discussion</td>
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<td>Sept 14</td>
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<td>Week 4:</td>
<td>Women, Men and Leadership</td>
<td>Case #3 (Graham) Write up due; readings discussion</td>
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<td>Sept 21</td>
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<td>Week 5:</td>
<td>Developing and Using Leadership Networks</td>
<td>Case # 4 (Roizen) Write up due; Network Exercise Due; readings discussion</td>
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<td>Sept 28</td>
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<td>Week 6:</td>
<td>Becoming the Boss: Learning to take charge</td>
<td>Case #5 (Iggy) Write up due; readings discussion Readings discussion</td>
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<td>Oct 5</td>
<td>Leadership development and Succession Planning</td>
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<td>Week 7:</td>
<td>Values based Leadership</td>
<td>Case #6 (Sapient) Write up due; readings discussion</td>
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<td>Oct 12</td>
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<td>Week 8:</td>
<td>Leadership development and Succession Planning</td>
<td>Readings discussion</td>
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<td>Oct 19</td>
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<td>Week 9:</td>
<td>Communication through Challenge and Crisis</td>
<td>Readings discussion</td>
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<td>Oct 26</td>
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<td>Week 10:</td>
<td>Leadership Failure</td>
<td>Case #7 (Peterson A) Write up due; readings discussion</td>
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<td>Nov 2</td>
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<td>Week 11:</td>
<td>Leadership profile Project update</td>
<td>Class discussion on project progress</td>
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<td>Nov 9</td>
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<td>Week 12:</td>
<td>The Job of the General Manager</td>
<td>Case #8 (Levy) Write up due; readings discussion</td>
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<td>Nov 16</td>
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<tr>
<td>Week 13:</td>
<td>Student Presentations</td>
<td>Team leadership skills ratings due; Leadership Profile project reports due (can be submitted earlier)</td>
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<tr>
<td>Nov 30</td>
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<td>Week 14:</td>
<td>Student Presentations</td>
<td>“Personal Learning note” due.</td>
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<td>Dec 7</td>
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Week 1, Aug 31: Introduction to Leadership

- Nytimes.com/corneroffice (Searchable collection of interviews with business leaders)
- Leadership in Action Exercise

Week 2, Sept 7: Leadership Styles

- Case #1: Coach Knight: The will to win (20060 [HBS Product No. 406-043]

Week 3, Sept. 14: Power Dynamics and Influence tactics


Week 4, Sept 21: Women, Men and Leadership

- Case #3: Katherine Graham (2001) [HBS Product No. 9-801-276]

Week 5, Sept 28: The Power of Leadership Networks

- Case #4: Heidi Roizen (2000 HBS Product No. 9-800-228)

**Week 6, Oct 19: Becoming the Boss – Learning to Take Charge**

• Case #5: Iggy’s Bread of the World (2001 HBS Product No. 9-801-282).

**Week 7, Oct 12: Values-based Leadership**

• Case # 6: Sapient Corporation by Khurana and Podolny, 2005 [HBS Product No. 9-406-058]

**Week 8, Oct 5: Leadership Development & Succession Planning**


**Week 9, Oct 26: Communicating through Challenge and Crisis**


**Week 10, Nov 2: Leadership Failure**
• Case # 7: Eric Peterson (A) (1995). [HBR Product No. 9-494-005]

Week 11, Nov 9: Final project preparation (Progress discussions)

Week 12, Nov 16: The Job of the General Manager
• Case # 8: Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center (2002) [HBS Product No. 9303-008].
• MultiMedia DVD for Paul Levy Case [HBS Product# 9-303-058].

Nov 23: No class (Thanksgiving break)

Week 13, Nov 30: Student Presentations
• Team leadership ratings due
• Leadership Profile reports due

Week 14, Dec 7: Student Presentations
• Personal learning note due.
• Leadership Profile reports due