MBA 725 Leadership
Fall 2012 Syllabus
Dr. Richard Klimoski

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

Instructor:  Richard Klimoski
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Contact:  rklimosk@gmu.edu
          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:  http://cb.hbsp.harvard.edu/cb/access/14443226

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 reports will be the foundation for class discussions. 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 based in part 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 Project (20% of course grade)**

The purpose of this exercise is to allow you to explore one or more of the issues or themes 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 a set of 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, teams 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).
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.

**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 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 materials. 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 will be expected to deliver progress report such as the issue or theme to be investigated, the individuals who are scheduled to be interviewed and the interview questions or protocol to be used.

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.

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**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. 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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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>C</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.
# Class Schedule
(See Weekly Reading List on the next page)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Case and Deliverables</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>Aug 29</td>
<td>Course Introduction</td>
<td>Course overview; Exercise: Leadership in Action; readings discussion</td>
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<tr>
<td><strong>Week 2:</strong></td>
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<tr>
<td>Sept 5</td>
<td>Leadership Styles</td>
<td>Case #1* (Coach Knight) and Case #2 (Coach K); Readings discussion *no write up due</td>
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<td><strong>Week 3:</strong></td>
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<td>Sept 12</td>
<td>Women, Men and Leadership</td>
<td>Case #3(Graham) Write up due; Readings discussion</td>
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<td><strong>Week 4:</strong></td>
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<td>Sept 19</td>
<td>Power Dynamics and Influence</td>
<td>Readings discussion</td>
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<td>Tactics</td>
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<td><strong>Week 5:</strong></td>
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<td>Sept 26</td>
<td>Leadership networks</td>
<td>Case #4 (Roizen) Write up due; Network exercise due; Readings discussion</td>
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<td><strong>Week 6:</strong></td>
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<td>Oct 3</td>
<td>Becoming the Boss: Learning to</td>
<td>Case #5(Iggy) Write up due; readings discussion Readings discussion</td>
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<td></td>
<td>take charge</td>
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<td><strong>Week 7:</strong></td>
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<td>Oct 10</td>
<td>Communication through Challenge and Crisis</td>
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<td>Readings discussion</td>
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<td><strong>Week 8:</strong></td>
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<td>Oct 17</td>
<td>Leadership Failure</td>
<td>Case #6 (Peterson A) Write up due</td>
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<td><strong>Week 9:</strong></td>
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<td>Oct 24</td>
<td>Values Based Leadership</td>
<td>Case #7 (Sapient) Write up due; Readings discussion</td>
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<td><strong>Week 10:</strong></td>
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<td>Oct 31</td>
<td>Leadership development and</td>
<td>Readings discussion Case: Zia Yusef (no write up due.</td>
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<td>Succession Planning</td>
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<td><strong>Week 11:</strong></td>
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<tr>
<td>Nov 7</td>
<td>Leadership profile Project</td>
<td>Class discussion on project progress</td>
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<td>update</td>
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<td><strong>Week 12:</strong></td>
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<td>Nov 14</td>
<td>Managing Change</td>
<td>Case #8 (Levy) Write up due; Readings discussion</td>
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<td><strong>Week 13</strong></td>
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<td>No class</td>
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<td><strong>Week 14:</strong></td>
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<td>Nov 28</td>
<td>Team Presentations</td>
<td>Team leadership skills survey due; Leadership Profile project reports due (can be submitted earlier)</td>
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<td><strong>Week 15:</strong></td>
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<tr>
<td>Dec 5</td>
<td>Team Presentations</td>
<td>“Personal Learning note” due.</td>
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</table>
Week 1, Aug 29: Introduction to Leadership
- Nytimes.com/corneroffice (Searchable collection of interviews with business leaders)
- Leadership in Action Exercise

Week 2, Sept 5: Leadership Styles

Week 3, Sept 12: Women, Men and Leadership

Week 4, Sept. 19: Power Dynamics and Influence tactics

Week 5, Oct 17th: Developing Leadership Networks
- Case: Heidi Roizen (2000). [HBS Product No. 9-800-228]

**Week 6, Oct. 3rd: Becoming the Boss – Learning to Take Charge**

**Week 7, Oct 10: Communicating through Challenge and Crisis**

**Week 8, October 17: Leadership Failure**

**Week 9, Oct 24: Values-based Leadership**
2005, 19, 1, 7-18.

Week 10, Oct 31st: Leadership development and succession planning
• Case: Zia Yusef at SAP (Case material supplied)

Week 11, Nov 7: Leadership profile preparation

Week 12, Nov 14: Managing change
• Case: 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 # 303-058].

Nov 21: No class (Thanksgiving break)

Week 13, Nov 28: Team Presentations
• Leadership Profile reports due

Week 14, Dec 5: Team Presentations
• Personal learning note due.
• Leadership Profile reports due

8-14-12