

Positive Leadership in a Global Context
MANA 4397, Summer I, 2018

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COURSE OBJECTIVES

The primary purpose of this course is to explain strategies that can help leaders reach beyond ordinary success to achieve extraordinary effectiveness, spectacular results, and “positively deviant performance”—that is, performance far above the norm. These strategies are built on the concept of *positive*. Positive leadership draws from a new and exciting paradigm for managerial practice called Positive Organizational Scholarship. We will discuss the cultivation of positive climate, positive relationships, positive communication, and positive meaning. Case studies from companies around the globe implementing positive leadership will be discussed.

REQUIRED READINGS

- Kim Cameron. *Positive Leadership: Strategies for Extraordinary Performance*, Berrett-Koehler Publishers, 2008. Book is available at Amazon.com

Cases (Available at Case Publishers):

- “J. Robert Ouimet and Tomasso Corporation,” Ken Mark and Gerard Seijts, 2005. Ivey Business School. Case # 9B09C003.
- “Implementing Positive Organizational Scholarship at Prudential,” Kim Cameron and Vannette, 2009. Michigan – Ross School of Business. Case # 1-428-869.
<http://www.globalens.com/casedetail.aspx?cid=1428869>
- “Narayana Murthy and Compassionate Capitalism,” Bill George, Shailendra Singh, and Andrew McLean, 2009. Harvard Business School. Case # 9-406-015.
- “The global leadership of Carlos Ghosn at Nissan,” John Millikin and Dean Fu, 2003. Thunderbird. Case # A07-03-0014.

BLACKBOARD

Blackboard is a password-protected online course management system. Specific options for this class are described below. Starting on the first day of classes, students can use their PeopleSoft ID, to log on to Blackboard courses by going to <http://www.uh.edu/webct> and clicking the blue “Blackboard” button.

Discussion Board: The discussion board tool will be used for weekly discussions on readings and group case presentations.

E-Mail: Use the e-mail option to e-mail me or your classmates within Blackboard. Outside e-mail addresses are not needed. Simply select your recipient(s) using the “Browse” function.

Term Paper Drop Box: A list of topics for the individual term paper can be found in the Term Paper drop box. Please pay close attention to instructions and due dates/times. Term papers must be submitted through this drop box in Microsoft Word format. Late papers will not be accepted.

Grades: Use this tool to access your grades for this class including group case presentations, the term paper, and the final course grade.

COURSE EVALUATION

<u>Assignment</u>	<u>Points</u>
Contribution	
- On trip to Prague	50
- On Web Discussions	15
Group Case Presentation	15
Term Paper:	
- Becoming a positive leader	20
Total	100 points

Contribution

Prague: The trip to Prague is an important part of this course. While in Prague, students are expected to represent the University of Houston in a positive and professional manner, and to participate in all required events. Your attendance, behavior, and involvement on the trip will comprise your participation grade.

Web Discussions: Discussion questions and student discussions will be based on the assigned readings, which include book chapters and case studies. All students need to read all four case studies.

Class members are expected to participate in the discussion board **at least 2 times for each topic** covered during the class. **Every time we move to a different topic in the syllabus, the previous discussion will be closed and no more postings will be allowed on old discussions.** In addition, for each of the topics, a group will take the lead in the discussion and will submit the instructor **four questions** for the whole class to talk about (two questions can be based on the book chapters and two questions based on the case study assigned each week). Groups will be formed in Blackboard with the exception of Group 1, which is formed during the orientation.

- Book chapters: Please share and discuss your observations, insights, and questions regarding the readings. What did you learn about being a positive leader? What did you find interesting? What would you like to know more about?
- Case Study: Student discussions will build on the discussion leaders' group case presentation and each student's personal reading of the case. How are your recommendations similar to or different from those of the discussion leaders? Do you agree

or disagree with the discussion leaders' decisions about what to do in the case? Do you think the leadership characteristics described in the case are applicable to the context of other countries and cultures?

Students' contribution will be graded based upon the quantity and quality of postings each week, and both the reading and writing of postings. Please note that **students will be graded for their involvement in the case discussions by reading the postings of fellow classmates**, since learning comes from both writing posts and reading the posts of others. Groups will also be evaluated on their role in leading discussions through discussion board participation and responses to postings by class members.

Group Case Presentation

Each group will analyze one case study and will prepare a powerpoint presentation. Specific case study questions will be available in Blackboard. Group members need to place themselves into the situation of the case, decide what they would do in the circumstance, respond to the questions posted, and explain their proposed course of action. Groups will prepare 12-15 page PowerPoint presentations describing and justifying their decision. In preparing group presentations, it is not necessary for students to call the company described in the case, go on the internet, or otherwise attempt to find out 'what happened' in the case situation. Naturally, there are multiple reasonable courses of action for a company; the key aspect of the case analysis is the internal consistency of the decision and the action plan. Due dates are indicated in the schedule at the end of the syllabus. An excellent presentation will: 1) follow the above requirements, 2) respond to all questions about the case, 3) clearly describe the reasons behind the decision; 4) provide an action plan; 5) provide consistent argumentation across slides, 6) be free of typos, grammar, and punctuation errors, 7) be well-referenced (sources of the material should be specified in the presentation), and 8) be well-organized (with agenda and summary slides).

Term Paper

Thought piece on becoming a positive leader (4 pages, double space, 1-inch margins)

The last chapter of the book includes a Positive Leadership Assessment that will help you to identify specific behaviors you can implement in becoming more positive. Write a thought piece reflecting on the positive leadership capabilities that you already have and those you still need to develop. In addition, what one or two actions can you take that will enhance your effectiveness in each of the four positive leadership strategies? Think of your current organization, what positive leadership characteristics are already implemented and what positive-leadership behavior would have the biggest impact in the organization if implemented? Additional guidelines for this assignment will be provided in Blackboard.

The term paper should be an original piece of work, written by the student for this class. Students are to work individually on the term paper. An excellent paper will: 1) meet the stated requirements; 2) be relevant to the class content; 3) be well written; 4) be well organized; 5) be free of spelling, grammar, and punctuation errors; 6) be well referenced when applicable, and 7) will satisfactorily cover the topic.

GRADE DISTRIBUTION

Grades for this class will be determined by the total number of points that you earn during the semester based on the following scale:

A	100-93	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	F	59- 0

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be found at <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The C.T. Bauer College Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in a crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.
http://www.uh.edu/caps/outreach/lets_talk.html.

INSTRUCTOR EVALUATIONS

The Bauer College of Business has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and to

the Bauer College of Business through the evaluation process.

TENTATIVE COURSE SCHEDULE

Mandatory Orientation	Executive Board room, MH 3 rd floor, , May 4 th 6pm-10pm
Trip to Prague	June 3-8
Topic 1: Monday, June 4th	<p>Readings:</p> <ul style="list-style-type: none"> • Preface • Chapter 1: Positive Leadership • Case Study: “J. Robert Ouimet and Tomasso Corporation,” Ken Mark and Gerard Seijts, 2005. Ivey Business School. Case # 9B09C003. <p>Discussion Leaders: Group 1 (Case presentation and discussion questions to be submitted to instructor by 8:00am on June 4th). Each group will provide four questions.</p>
Topic 2: Monday, June 11th	<p>Readings:</p> <ul style="list-style-type: none"> • Chapter 2: Positive Climate • Chapter 3: Positive Relationships • Case Study: “Implementing Positive Organizational Scholarship at Prudential,” Kim Cameron and Vannette, 2009. Michigan – Ross School of Business. Case # 1-428-869. http://www.globalens.com/casedetail.aspx?cid=1428869 <p>Discussion Leaders: Group 2 (Case presentation and discussion questions to be submitted to instructor by 8:00am on June 11th). Each group will provide four questions.</p>
Topic 3: Monday, June 18th	<p>Readings:</p> <ul style="list-style-type: none"> • Chapter 4: Positive Communication • Chapter 5: Positive Meaning • Case Study: “Narayana Murthy and Compassionate Capitalism,” Bill George, Shailendra Singh, and Andrew McLean, 2009. Harvard Business School. Case # 9-406-015. <p>Discussion Leaders: Group 3 (Case presentation and discussion questions to be submitted to instructor by 8:00am on June 18th). Each group will provide four questions.</p>
Topic 4: Monday, June 25th	<p>Readings:</p> <ul style="list-style-type: none"> • Chapter 6: Implementing Positive Strategies • Chapter 7: Developing Positive Leadership • Case Study: “The global leadership of Carlos Ghosn at Nissan,” John Millikin and Dean Fu, 2003. Thunderbird. Case # A07-03-0014. <p>Discussion Leaders: Group 4 (Case presentation and discussion questions to be submitted to instructor by 8:00am on June 25th). Each group will provide four questions.</p>
Final Term Paper: Monday, July 2nd	<p>Term Paper due by 10am. Please upload paper in Blackboard. Open discussion about term papers. Last day of web discussions (board will close at midnight).</p>