



## **COURSE INFORMATION**

### **Leadership Development**

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### **Description and Purpose**

Leadership differs from management in fundamental ways. To lead, an individual must set the tone and direction for a group, unit, or organization. To manage, an individual must execute against the tone and direction already put in place. As one moves upward in an organization, the mix of leadership and management tasks shifts in favor of leadership. Even at lower levels, however, leadership skills are critical for success.

In this course, we will undertake an important journey designed to help all of us become better leaders. Our purpose is noble, but fraught with difficulty. We will explore issues that have bedeviled humans since the dawn of civilization.

To begin our journey, we will set the stage by preliminarily examining fundamentals of effective leadership. After setting the stage in this way, we will focus our attention on the very important process of envisioning the future. Great leaders tend to have a strong sense of where they want to take their groups/units/organizations, and they bring others into their visions. Next, we will discuss the practice of enabling others to take strong actions on their own. Moving through later stages of the course, we will discuss tactics and strategies useful for modeling important values, challenging intransigent ways of doing things, and encouraging the hearts of those around us. Collectively, the practices listed above – envisioning the future, enabling others, modeling the way, challenging intransigent ways of doing things, and encouraging hearts – constitute the

“exemplary leadership” framework developed by Jim Kouzes and Barry Posner. This framework has a great deal of supportive evidence behind it and wide acceptance in the corporate world.

We will interact with each other in a rich fashion as we take our journey. During discussions of articles and book chapters, we will have the opportunity to flex our analytical muscles, and to discuss relevant problems occurring back in the workplace and/or inside student organizations. During case discussions, each member of the group will have the opportunity to voice his/her opinions and make recommendations.

Because the issues we will examine are dynamic and complex, we will not always specify right answers. This is not to say, however, that our reasoning will be loose and slippery. Although there may not be a perfect answer for some of the situations we will discuss, there will be plenty of room to distinguish good answers from bad ones. A good answer entails a persuasive analysis—grounded in the facts, insightful, sensitive to the individual and organizational realities, and creative.

## **Materials**

*The Leadership Challenge* (a best-selling book by Jim Kouzes & Barry Posner)

*Originals* (a best-selling book by Adam Grant)

*Leadership Materials Packet* (a packet assembled by the instructor and available through a Harvard Coursepack)

*Leadership Readings Packet* (a packet assembled by the instructor and available through UH’s electronic library resources)

## **Evaluation System**

***Participation (100 points)***—Contributions to our class sessions are important for 1) colleague-to-colleague learning, 2) a lively classroom environment, and 3) strong in-class case discussions. Please attend class regularly and plan to enrich our collective experience by making contributions that build on points made by others or that raise important new issues. Quality of contributions is what matters, not quantity per se. When you make a statement, be sure you can substantiate and support your statement—this is more important than trying to be “right.” Keep the following general considerations in mind:

- Prudent listening – Are you carefully listening to your colleagues’ comments?
- Interaction – Are you demonstrating a willingness to interact with your colleagues?
- Relevance – Are you providing rich insights related to the issues being discussed?
- Understanding – Are you generally enhancing your colleagues’ learning and understanding?

Contributions to discussions on our Blackboard site also can be helpful in building a strong learning community. Although in-class participation is most important, Blackboard postings in response to questions posted there will be considered in participation scoring.

**Brief Analyses (100 points)**—Self-reflection is critical for effective leadership development. To help with this process, each member of the class will complete five brief analyses. For each of the five, members of the class will seek to 1) better understand strengths and weaknesses in a particular area of leadership and 2) identify tactics for improving. As part of the analytical work, selected content from readings, cases, and in-class discussions should be applied. Each analysis should be no more than 600 words (approximately one single-spaced page using 12-point Times Roman font with one-inch margins). Additional guidance will be given ahead of each analysis.

**Case Project (100 points)**—Each member of the class will analyze the case entitled “Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the *Endurance*.” The analysis should be sensitive to the specific case questions that will be provided as well as sensitive to the case guidelines that will be provided. The case chosen for the team analysis provides an excellent opportunity to leverage major themes and insights from the course as a whole. It should be no more than 4000 words (approximately six single-spaced pages using 12-point Times Roman font with one-inch margins). Exhibits, tables, figures, and appendices will not count against the word limit.

**Application Project (100 points)**—Application of course content in real settings is an important aspect of the learning process. As such, members of the class will develop and execute a leadership plan. Example leadership situations include: 1) altering the trajectory of a failing task force/team in the workplace or in a student organization, 2) addressing cultural problems in the workplace or in a student organization, 3) enhancing work flow in a work organization or in a student organization, and 4) developing support and action for a charity. Presentations of leadership tactics that were used and outcomes that were attained will be the key in terms of deliverables. The presentations will take place during our last class session.

**Final Grade (400 points possible)**

The final grade will be based on the following standard scheme:

A .....	93-100%
A- .....	90-92%
B+ .....	87-89%
B .....	83-86%
B- .....	80-82%
C+ .....	77-79%
C .....	73-76%
C- .....	70-72%
D .....	60-69%
F .....	00-59%

## **General Guidelines for Case Analyses**

In preparing for in-class case discussions, keep an eye on these guidelines:

**Issues:** Identify the essential issues described in the case. Issues represent problems or emerging problems faced by a leader or leaders in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important. Focusing on no more than two or three issues will probably serve you well.

**Analysis:** What are the causes/factors producing the situation described in the case? What seems to be causing the key problems? Do the problems share a cause, or are they related in some other way? Realize that you are ultimately searching for the “root” cause(s), and that there may be intermediate causes (i.e., events, decisions, outcomes) within a single causal chain.

The linkages you make among causes/factors in the case are important. You may want to list, draw, or somehow represent the factors you see as important. You might find a visual representation helpful in capturing the core dynamics.

You should devote a great deal of attention to this portion of your work. The goal is to discern how and why the situation arose in the first place.

**Action:** What course of action would you adopt if you were involved in the situation? Your solution should address the underlying causes of the issues. How would you implement your suggested actions? What potential failure points do you need to anticipate? What is the downside of your solution? How would you monitor progress towards full implementation? You want to be as concrete and realistic as possible.

Do not merely focus on already-taken actions that may be mentioned in the case. If a solution is presented in a case, and you do not reject it, go beyond it.

## **Administrative Details**

- 1) While I fully intend to follow the roadmap delivered through this course document, I do reserve the right to make any changes that might enhance our collective learning experience.
- 2) I do not anticipate any issues with academic honesty. Such issues are rare among graduate students at quality schools. Even so, I will remind everyone that UH has a strong policy governing honesty (see the Student Handbook).
- 3) I will make reasonable accommodations for any students with documented disabilities.
- 4) In order to maintain a level playing field for all members of the class, I will penalize late assignments.
- 5) In order to maintain the academic integrity of a case-based, discussion-oriented class, I will require additional work for a third absence. For a fourth absence, I may initiate a conversion related to finding an alternative course or I may suggest a personalized approach to the course involving examinations. I may take into account the use of Zoom (or similar technologies) that allow for nominal participation from afar.

## Emphases and Assignments for Each Session

<u>Session</u>	<u>Readings</u>	<u>Case</u>	<u>Formal Deliverable</u>
<i>August 25 (General Leadership)</i>	When Leaders Are at Their Best (LC – Chapter 1) Stop Overengineering People Management (UH Library)	NA	NA
<i>September 1 (Inspiring Vision)</i>	Creative Destruction (Originals – Chapter 1) Blind Inventors and One-Eyed Investors (Originals – Chapter 2)	Jean-Claude Biver	Personality Inputs
<i>September 8 (Inspiring Vision)</i>	Goldilocks and the Trojan Horse (Originals – Chapter 5) Enlist Others (LC Chapter 6)	Dr. Laura Esserman	Network Inputs
<i>September 15 (Enabling Others)</i>	Leadership Run Amok (UH Library) In the Company of Givers and Takers (UH Library) Strengthen Others (LC – Chapter 10)	Wolfgang Keller	Brief Analysis 1
<i>September 22 (Enabling Others)</i>	Lessons from Everest (UH Library Packet) Developing Team Leadership (UH Library) Why Teams Don't Work (UH Library)	Columbia's Final Mission	NA
<i>September 29 (Modeling the Way)</i>	Rebel with a Cause (Originals – Chapter 6) Set the Example (LC – Chapter 4)	Toby Johnson	Brief Analysis 2
<i>October 6 (Challenging Status Quo)</i>	Foiled by Expertise (Harvard Platform) Persuading the Unpersuadable (UH Library) A New Way to Become More Open-Minded (UH Library)	Dr. Semmelweis at VGH	Brief Analysis 3
<i>October 13 (Challenging Status Quo)</i>	Rocking the Boat and Keeping It Steady (Originals – Chapter 8) Experiment and Take Risks (LC – Chapter 8)	Perils and Pitfalls of Change	NA
<i>October 20 (Challenging Status Quo)</i>	Out on a Limb (Originals – Chapter 3) The Real Leadership Lessons of Steve Jobs (UH Library) Learning Charisma (UH Library)	Tough Guy	Brief Analysis 4
<i>October 27 (General Leadership)</i>	NA	NA	NA
<i>November 3 (Encouraging Hearts)</i>	The Cost of Social Norms (Harvard Platform) Recognize Contributions (LC – Chapter 11) Celebrate the Values and Victories (LC – Chapter 12)	Ernest Shackleton	Case Analysis
<i>November 10 (General Leadership)</i>	I Am My Mother's Daughter (UH Library)	NA	Brief Analysis 5
<i>November 17 (Stress &amp; Leadership)</i>	Extreme Jobs (UH Library) Psychological Safety ... in a Hybrid Workplace (UH Library)	John Wolford	NA
<i>December 1 (General Leadership)</i>	NA	NA	Project Presentation

## About the Instructor

C. Chet Miller

C.T. Bauer Professor of Organizational Studies

Since working as a shift manager and subsequently completing his graduate studies, Professor Miller has taught full-time at Baylor University, Wake Forest University, and the University of Houston. At Baylor, he served as Director of the Center for Executive Education. At Wake Forest, he served as Associate Dean for Faculty Affairs and as Academic Director for the Executive MBA Program. Professor Miller is an active member of the Academy of Management and the Strategic Management Society. Awards and honors include: Outstanding Young Researcher Award (Baylor University); Best Research Award (*Academy of Management Review*); and teaching awards from Wake Forest University, the University of Houston, and Duke University (he has been a guest instructor at Duke).

Professor Miller has worked with a number of managers and executives. Through management development programs, he has contributed to the advancement of individuals from such organizations as ABB, Bank of America, Krispy Kreme, La Farge, Red Hat, State Farm Insurance, and the United States Postal Service. His focus has been leadership, strategic visioning, and high-involvement approaches to managing people.

Professor Miller's published research focuses on the functioning of executive teams, the design of organizational structures and management systems, and the design of strategic decision processes. His work has appeared in *Harvard Business Review*, *Organization Science*, *Academy of Management Journal*, *Journal of Management*, *Academy of Management Review*, *Academy of Management Executive*, *Academy of Management Annals*, *Strategic Management Journal*, *Journal of Organizational Behavior*, *Journal of Behavioral Decision Making*, and *Advances in Strategic Management*.