

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 two important leadership frameworks. 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 ask for input on relevant problems occurring back in the workplace. 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 (Kouzes & Posner)

Originals (Grant)

Leadership Practices Inventory (Kouzes & Posner)

Social Capital Questionnaire (Gargiulo)

Leadership Materials Packet (Miller)

Leadership Readings Packet (Miller)

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, feedback from the course’s formal leadership assessment should be used, as should selected content from readings, cases, and in-class discussions. 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)—Within instructor-formed teams (four to five people on each team), members 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 appear in a later section of this document. The case chosen for the team analysis provides an excellent opportunity to leverage major themes and insights from the course as a whole. The analysis will be due on April 8th. It should be no more than 4500 words (approximately 6.5 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 work individually or in two-person teams to develop and execute a leadership plan (keeping in mind that a position of formal authority is not necessary for the demonstration of leadership). Given our short time horizon, it will be important for everyone to focus on a problem/situation that is subject to influence in the near term. Examples include: 1) altering the trajectory of a failing task force/team in the workplace or in a unit of our university, 2) addressing cultural problems in the workplace or in a unit of our university, 3) enhancing work flow in a work organization or in a student organization, and 4) developing support and action for a charity. Presentations of project plans and outcomes will be key in terms of deliverables. The presentations will take place on April 29th. Additional information for this important project will be provided in a separate document.

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%

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 (missing four class meetings is excessive) or I may suggest a personalized approach to the course involving examinations. I may take into account the use of Skype (or similar technologies) that allow for nominal participation from afar.

ASSIGNMENTS AND SOURCES OF MATERIALS

<u>Session</u>	<u>Readings</u> ¹	<u>Case</u> ²	<u>Brief Analysis</u>	<u>Assessment</u> ³
January 14 (1)	When Leaders Are at Their Best (LC – Chapter 1)	NA	No	NA
January 28 (2)	Envision the Future (LC – Chapter 5) Creative Destruction (Originals – Chapter 1) Blind Inventors and One-Eyed Investors (Originals – Chapter 2)	Jean-Claude Biver (A)	No	Leadership
February 4 (3)	Enlist Others (LC Chapter 6) Goldilocks and the Trojan Horse (Originals – Chapter 5)	Dr. Laura Esserman	No	Networking
February 11 (4)	Foster Collaboration (LC Chapter 9) Developing Team Leadership (UH Library Packet) Why Teams Don't Work (UH Library Packet)	Yaas's Service Center (A & B)	Yes	NA
February 18 (5)	Strengthen Others (LC – Chapter 10) Leadership Run Amok (UH Library Packet) How to Become a Better Leader (UH Library Packet)	Wolfgang Keller	No	Personality
February 25 (6)	Lessons from Everest (UH Library Packet) Learning Charisma (UH Library Packet)	Columbia's Final Mission	Yes	NA
March 4 (7)	Set the Example (LC – Chapter 4) Rebel with a Cause (Originals – Chapter 6)	Toby Johnson	No	Culture
March 18 (8)	Experiment and Take Risks (LC – Chapter 8) Rocking the Boat and Keeping It Steady (Originals – Chapter 8)	Donna Dubinsky	Yes	NA
March 25 (9)	Abrasive Personality (UH Library Packet) Modesty: Why Leaders Aren't (Harvard Platform) The Real Leadership Lessons of Steve Jobs (UH Library Packet)	Tough Guy	No	NA
April 1 (10)	NA	NA	Yes	NA
April 8 (11)	Recognize Contributions (LC – Chapter 11) The Cost of Social Norms (Harvard Platform) Celebrate the Values and Victories (LC – Chapter 12)	Ernest Shackleton	No	NA
April 15 (12)	I Am My Mother's Daughter (UH Library packet)	NA	No	NA
April 22 (13)	Extreme Jobs (UH Library Packet)	John Wolford	Yes	NA
April 29 (14)	NA	NA	No	NA

Notes:

1. Sources of readings are specified in parentheses (LC = *The Leadership Challenge*)
2. All cases are housed on the Harvard Course Platform.
3. Assessments will be accessed via the internet. Links will be provided.

Course Schedule

January 14 (Session 1)

Topic:	Conceptualizing Leadership: Key Elements in the Day-to-Day Leading of Others
Event:	Discussion of Major Leadership Frameworks
Event:	Discussion of Evidence-based Management
Reading:	When Leaders Are at Their Best (Kouzes & Posner, from <i>The Leadership Challenge</i>)

January 28 (Session 2)

Topic:	Envisioning the Future: Fundamentals of Vision Creation and Use
Event:	Discussion of Vision as Central to Effective Leadership
Event:	Analysis of Jean-Claude Biver at Blancpain and Swatch
Readings:	Envision the Future (Kouzes & Posner, from <i>The Leadership Challenge</i>) Creative Destruction (Grant, from <i>Originals</i>) Blind Inventors and One-Eyed Investors (Grant, from <i>Originals</i>)
Case:	Jean-Claude Biver (A): The Reemergence of the Swiss Watch Industry (Raffaelli, Harvard Business School Case Series)
Assessment Assignment:	Leadership Assessment

February 4 (Session 3)

Topic:	Envisioning the Future: Key Strategies/Tactics for Enlisting Others
Event:	Discussion of Enlisting Others in Vision Pursuit
Event:	Analysis of Dr. Laura Esserman at the University of California
Readings:	Enlist Others (Kouzes & Posner, from <i>The Leadership Challenge</i>) Goldilocks and the Trojan Horse (Grant, from <i>Originals</i>)
Case:	Dr. Laura Esserman (A) (Pfeffer & Chang, Stanford, Business School Case Series)
Assessment Assignment:	Personal Network Assessment

Course Schedule (continued)

February 11 (Session 4)

Topic:	Enable Others to Act: Collaboration in Teams and Organizations
Event:	Discussion of Encouraging Collaboration
Event:	Analysis of Work Flows and Teams at YAAS's Service Center
Readings:	Foster Collaboration (Kouzes & Posner, from <i>The Leadership Challenge</i>) Developing Team Leadership (Sitkin & Hackman, <i>Academy of Management Learning and Education</i>) Why Teams Don't Work (Coutu, <i>Harvard Business Review</i>)
Case:	YAAS's Service Center (Hall & Nido, Harvard Business School Case Series)
Written Assignment:	Brief Analysis 1

February 18 (Session 5)

Topic:	Enabling Useful Action: Key Aspects of Empowering Others
Event:	Discussion of Empowerment
Event:	Analysis of Wolfgang Keller at Konigsbrau-TAK A.E.
Readings:	Strengthen Others (Kouzes & Posner, from <i>The Leadership Challenge</i>) Leadership Run Amok (Spreier et al., <i>Harvard Business Review</i>) How to Become a Better Leader (Toegel & Barsoux, <i>MIT Sloan Management Review</i>)
Case:	Wolfgang Keller at Konigsbrau-TAK A.E. (A) (Gabarro, Harvard Business School Case Series)
Assessment Assignment:	General Personality Assessment

February 25 (Session 6)

Topic:	Enabling Useful Action: Individual, Team, and Organizational Obstacles to Empowerment
Event:	Discussion of Various Obstacles to Empowerment
Event:	Analysis of Columbia's Final Mission
Readings:	Lessons from Everest (Roberto, <i>California Management Review</i>) Learning Charisma (Antonakis et al., <i>Harvard Business Review</i>)
Case:	Columbia's Final Mission (Roberto et al., Harvard Business School Case Series)
Written Assignment:	Brief Analysis 2

Course Schedule (continued)

March 4 (Session 7)

Topic:	Modeling the Way: Critical Effects of Integrity
Event:	Discussion of Values
Event:	Analysis of Toby Johnson at PepsiCo
Readings:	Set the Example (Kouzes & Posner, from <i>The Leadership Challenge</i>) Rebel with a Cause (Grant, from <i>Originals</i>)
Case:	Toby Johnson: Leading after School (A) (Groysberg, Danford, Lodge, & Sayles, Harvard Business School Case Series)
Assessment Assignment:	Culture

March 18 (Session 8)

Topic:	Challenging Existing Processes: Upwards and Sideways Influence
Event:	Discussion of Upwards and Sideways Influence
Event:	Analysis of Donna Dubinsky at Apple
Readings:	Experiment and Take Risks (Kouzes & Posner, from <i>The Leadership Challenge</i>) Rocking the Boat and Keeping it Steady (Grant, from <i>Originals</i>)
Case:	Donna Dubinsky and Apple Computer, Inc. (A) (Gentile, Harvard Business School Case Series)
Written Assignment:	Brief Analysis 3

March 25 (Session 9)

Topic:	Challenging the Process: The Case of the Difficult Boss
Event:	Discussion of Difficult Bosses
Event:	Analysis of Tough Guy
Required Reading:	Abrasive Personality (Levinson, <i>Harvard Business Review</i>) Modesty: Why Leaders Aren't (Pfeffer, from <i>Leadership BS</i>) The Real Leadership Lessons of Steve Jobs (Isaacson, <i>Harvard Business Review</i>)
Case:	Tough Guy (Clawson & Yemen, Darden Case Series)

Course Schedule (continued)

April 1 (Session 10)

Topic: Applying Leadership Lessons
Event: Climbing Mt. Everest
Readings: None
Written Assignment: Brief Analysis 4

April 8 (Session 11)

Topic: Encouraging the Heart: The Soft Stuff Counts
Event: Discussion of Informal Rewards and Celebrations
Event: Analysis of Ernest Shackleton and the Endurance
Readings: Recognize Contributions (Kouzes & Posner, from *The Leadership Challenge*)
The Cost of Social Norms (Ariely, from *Predictably Irrational*)
Celebrate the Values and Victories (Kouzes & Posner, from *The Leadership Challenge*).
Case: Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance (Koehn, Harvard Business School Case Series)
Written Assignment: Case Analysis

April 15 (Session 12)

Topic: Applying Leadership Lessons
Event: Learning Consolidation
Required Reading: I Am My Mother's Daughter (Adler, *European Journal of International Management*)

Course Schedule (continued)

April 22 (Session 13)

Topic:	Handling Stress in the Workplace: Wellness as a Precursor to Strong Leadership
Event:	Discussion of Stress, Diet, Exercise, and Health
Event:	Analysis of John Welford
Event:	Analysis of Hassan Shahrsebi
Readings:	Extreme Jobs: The Dangerous Allure of the 70-hour Workweek (Hewlett & Luce, <i>Harvard Business Review</i>).
Case:	John Welford (A) (Weber, Darden Case Series)
Case:	Hassan Shahrsebi: The Golden Boy (Amiri, Darden Case Series)
Written Assignment:	Brief Analysis 5

April 29 (Session 14)

Topic:	Leadership Plans and Outcomes
Event:	Project Presentations
Assignment:	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*, *Strategic Management Journal*, *Journal of Organizational Behavior*, *Journal of Behavioral Decision Making*, and *Advances in Strategic Management*.