

LEADERSHIP IN ORGANISATIONS (MG204)

Course duration: 54 hours lecture and class time (Over three weeks)

LSE Teaching Department: Department of Management

Course Leader & Lecturer: Dr Shoshana Dobrow Riza (London School of Economics)

Class Teachers: TBA (London School of Economics)

Prerequisites: A university level introductory course in psychology, sociology, political science, management, or economics

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."

- Jack Welch, Former Chairman and CEO of General Electric

COURSE DESCRIPTION AND OBJECTIVES

As our world becomes more complex, global and interconnected, the demands on you as a leader, manager and employee become increasingly challenging. So, how can you become the best possible leader? Success depends on your ability to engage and interact with others and work together toward a common goal. This course seeks to build knowledge and skills that can enable and inspire you to most effectively lead and participate in organizational life.

We will address these goals by learning about the psychological and sociological foundations of human behaviour, and will engage in case study discussions and interactive exercises to build effective individual and managerial skills that can develop you as a leader.

APPROACH

Using a variety of learning methods, including case studies and interactive exercises, we will cover fundamental ideas pertaining to several aspects of leadership:

1. Leading individuals
2. Leading teams
3. Leading organizations
4. Leading yourself

The course aims to inspire you to become a thoughtful, reflective leader and to develop an informed, systematic, and dynamic approach to leading in organizations. Through the use of case studies and class activities, you will develop your practical skills by applying learned theories to real-world organizational problems. Self-discovery exercises will be used to assist you with gaining a sense of your own leadership strengths and potential.

The course topics interconnect to explain the process of leadership in differing types of groups and organizations. Their discussion will provide you with the theory and research driven knowledge that is necessary to engage in effective leadership in diverse and/or international environments.

The course is ideally suited to those who wish to develop their unique leadership abilities and better understand the leadership process of others.

AIMS OF THE COURSE

To enable you to become the best possible leader by:

1. Understanding and applying theories related to leadership
2. Expanding your skills to diagnose complex organizational problems and make decisions in the face of limited information and multiple stakeholders
3. Developing knowledge and skills to manage your career more effectively, and to lead yourself and others

COURSE STRUCTURE

- 36 hours of lectures (12 x 3 hour lectures)
- 18 hours of classes (12 x 1.5 hour classes)

TEACHING AND LEARNING

The format of the course is highly participatory and interactive, and will involve a combination of case studies, interactive exercises, discussions and readings.

Full preparation for each lecture and class is essential. We will discuss how to do this on the first day. For the topics of each lecture and class, please refer to the course plan.

CLASS AIMS

You are expected to attend class and to participate actively in class discussions. Classes will involve interactive exercises, discussions about topics from lecture or activities related to your team project, and will be devoted to applying course learnings to practical problems and engaging in deeper discussions.

Your learning in this course is directly related to your willingness to expose your ideas and conclusions to the critical judgement of the class, as well as to efforts to build on and evaluate the comments of classmates. As such, your participation in class is part of your course participation grade.

OVERALL COURSE PLAN

Week 1, Day 1 Introduction & Motivating People in Organizations

Week 1, Day 2 Personality

Week 1, Day 3 Ethical Decision-Making

Week 1, Day 4 Performance Management

Week 1, Day 5 No Lecture or Class (Team presentation preparation time)

Week 2, Day 6 Negotiations

Week 2, Day 7 Teamwork

Week 2, Day 8 Team Decision-Making

Week 2, Day 9 Leaders, Organizations, and Learning

Week 2, Day 10 Leadership, Culture, and Transition

Week 3, Day 11 Your Power and Influence: Managing Upwards

Week 3, Day 12 Building and Leveraging Social Capital

Week 3, Day 13 Self-Managing (Leaderless?!) Organizations & Review for Exam

Week 3, Day 14 No Lecture or Class (Time to prepare for exam)

Week 3, Day 15 Final Exam – 2hrs (Time to be confirmed)

DETAILED COURSE PLAN

Notes: Please complete readings **prior** to the lecture (or class) for which they are assigned. All readings are available on Moodle.

MODULE 1: LEADING INDIVIDUALS

Week 1, Day 1:

Introduction & Motivating People in Organizations

Lecture	<p>Case Study Reading: Mary Kay Cosmetics: Sales Force Incentives (A)</p> <p>Reading: Kerr, 1995. On the Folly of Rewarding A, While Hoping for B. <i>Academy of Management Executive</i> 9 (1), 7 -14.</p> <p>Reading: How to Analyze a Case</p> <p>Reading: How to Discuss a Case</p> <p>Questions to consider in advance of lecture:</p> <ol style="list-style-type: none"> 1) How does Mary Kay motivate her employees? 2) What is effective/ineffective?
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Class Seminar	Course Introduction and Team Project Launch
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Week 1, Day 2:

Personality

Lecture	<p>In-Class Exercise</p> <p>Due: In advance of this lecture, please fill out a personality assessment online for the Myers Briggs Type Indicator. This test is confidential and anonymous, and no identifying information is kept about you personally. One test can be found at http://www.humanmetrics.com/ (see Jung Typology Test). Even if you already know your MBTI, please fill this out again. Please print out your results from the web browser and bring them to lecture. You will need to know your MBTI type for the in-class exercise.</p> <p>Readings: Gladwell, M. 2004. <i>Personality Plus: Employers Love Personality Tests, But What Do They Really Reveal?</i> <i>New Yorker</i>.</p> <p>Reading: Thomas and Heaphy. 1998. International Use of the Myers Briggs Type</p>
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Indicator. (HBSP)

Questions to consider in advance of lecture:

- 1) What did you learn from the personality test? Was anything surprising about the results?
- 2) What do personality tests tell us in general? What do they mask? What do they reveal?
- 3) When might personality information be helpful in business? What might be some limitations?

Class Seminar Personality Assessment Discussion

Week 1, Day 3:

Ethical Decision-Making

Lecture Case Study Reading: Martha McCaskey

Reading: Badaracco, J. L. 1998. The Discipline of Building Character. Harvard Business Review. 76(2): 114-124.

Reading: Banaji, Bazerman and Chugh. 2003. How (Un)ethical Are You? Harvard Business Review. 81(12): 56-64. 5

Questions to consider in advance of lecture:

- 1) As Martha McCaskey, what is your plan of action for finishing the Silicon 6 project?
- 2) What is troubling Martha McCaskey? Do you agree with her assessment of the situation?
- 3) Was the situation avoidable? How did McCaskey end up in this situation?
- 4) How would Badaracco advise McCaskey to behave in this situation? Have you ever experienced an ethical decision between right and right? What did you do?

Class Seminar TBA

Week 1, Day 4:

Performance Management

Lecture Case Study Reading: Rob Parson at Morgan Stanley (A)

Reading: Schwartz. 2013. Giving Feedback That Works. New York Times Dealbook.
Reading for AFTER lecture: Casciaro & Lobo. 2005. Competent Jerks, Lovable Fools, and the Formation of Social Networks. Harvard Business Review.

Questions to consider in advance of lecture:

- 1) What is your assessment of Rob Parson's performance? Would you recommend him for promotion? Why or why not?
- 2) What might Paul Nasr be worried about if Rob is not promoted?
- 3) What is your assessment of Paul Nasr's management of Rob?
- 4) Please come to lecture prepared to role-play the performance appraisal conversation as either Nasr or Parson.

Class Seminar Team Project Exercise
10,000 Mile Checkup

Week 1, Day 5:

No Lecture or Class (Team presentation preparation time)

MODULE 2: LEADING TEAMS

Week 2, Day 6:

Negotiations

Lecture In-Class Exercise

Reading: Wheeler. 2002. Negotiation Analysis: An Introduction.

Questions to consider in advance of lecture:

- 1) When have you negotiated before? What went well? What went poorly?
- 2) What do you have to do in advance of a negotiation to enable increased success?

Class Seminar Due: Team Project Presentations

Week 2, Day 7:

Teamwork

Lecture In-Class Exercise

Reading: Hackman and Coutu. 2009. Why Teams Don't Work. Harvard Business Review.

Questions to consider in advance of lecture:

- 1) What enables effective teamwork? What stands in the way?

Class Seminar Team Project Presentation Debrief

Week 2, Day 8:

Team Decision-Making

Lecture Case Study Reading: Mount Everest -- 1996

No additional readings

Questions to consider in advance of lecture:

- 1) Why did this tragedy occur? What is the root cause of this disaster?
- 2) Are tragedies such as this simply inevitable in a place like Everest?
- 3) What is your evaluation of Fischer and Hall? Did they make some poor decisions? If so, why?
- 4) What are the lessons from this case for leaders?

Class Seminar TBA

MODULE 3: LEADING ORGANIZATIONS

Week 2, Day 9:

Leaders, Organizations, and Learning

Lecture Case Study Reading: Children's Hospital and Clinics
Due today: Team Project Report (see assignment sheet for submission instructions)

Reading for AFTER lecture: Edmondson, A. C. 2008. The Competitive Imperative of Learning. Harvard Business Review. 86 (7/8), 60-67.

Questions to consider in advance of lecture:

- 1) What specifically would you recommend that Morath should do and say in the

meeting with Matthew's parents?

- 2) What is your assessment of the Patient Safety Initiative at Children's? What are its strengths and benefits for the organization? What are its weaknesses, costs, and risks? In particular, what do you think about blameless reporting?
- 3) What barriers did Morath face as she tried to encourage people to discuss medical errors more openly? How did she try to overcome these barriers?
- 4) What is your assessment of Morath's leadership of the organizational change process at Children's? Consider the challenges she faced at each stage of the transformation process and evaluate her effectiveness in addressing these challenges. What are the most important actions Morath should take moving forward?

Class Seminar Innovation and Creativity
In-class exercise

Week 2, Day 10:

Leadership, Culture, and Transition

Lecture Multimedia Case Study: Leadership, Culture, and Transition at Lululemon
Note: Prepare to discuss this multimedia case in lecture, just as you would a written case study. 8

Reading: Christensen, C. What is an Organization's Culture?

Class Seminar Organization Culture and Change
In-class exercise: Cultural Detective Exercise

MODULE 4: LEADING YOURSELF

Week 3, Day 11:

Your Power and Influence: Managing Upwards

Lecture Case Study Reading: Lisa Benton (A)

Reading: Gabarro, J. & Kotter, J. 2005. Managing Your Boss. Harvard Business Review. 83(1): 92-99.

Questions to consider in advance of lecture:

- 1) How did Lisa Benton get into this mess?
- 2) Could she have done anything differently? What would Gabarro and Kotter have suggested?
- 3) What should she do now? Be specific.

Class Seminar Your Career & Your Orientation Toward Work
Assignment: Complete the online career self-assessment survey prior to class. We will provide you with the link to the survey. Bring results to class.

Week 3, Day 12:

Building and Leveraging Social Capital

Lecture Case Study Reading: Heidi Roizen

Reading: Battilana, J. & Casciaro, T. 2013. The Network Secrets of Great Change Agents. Harvard Business Review. 91(7): 62-68.

Questions to consider in advance of lecture:

- 1) What does Heidi achieve through her network? For whom?
- 2) What steps did Roizen take to develop her network? To maintain it?
- 3) Given who Heidi is, what lessons can we learn from her approach to building and maintaining her network?

Class Seminar Mentorship and Developmental Networks
Bring to class: A printout of the Developmental Network Questionnaire (nothing to read or prepare before class)

CONCLUSION: LEADERLESS ORGANIZATIONS AND EXAM REVIEW

Week 3, Day 13:

Self-Managing (Leaderless?!) Organizations & Review for Exam

Lecture In-Class Video Case: Orpheus Chamber Orchestra
Note: We will also review for the exam

Reading: Kotter, J. 2001. What Leaders Really Do. Harvard Business Review.
Reading: Goleman, D. 2004. What Makes a Leader? Harvard Business Review.



Week 3, Day 14:

No Lecture or Class (Time to prepare for exam)

Use this day to review for the exam

Week 3, Day 15:

Final Exam – 2hrs (Time to be confirmed)

METHODS OF ASSESSMENT

The grades for the course will be computed from the components as follows:

- (1) Team Project: Leadership Case Study 30%
- (2) Final Exam 50%
- (3) Course Participation 20%

(1) Team Project: Leadership Case Study

You will be a member of a team of 4-5 students, and each team will complete a leadership case study. This will be based around the analysis of an event in which a leader has guided a team or an organization to success. As described below, there are three components of this project that will be assessed: one formative and two summative. All members of the team will receive the same grade for the team project, with rare exceptions made in cases of free-riding (see note on teamwork below). There will be opportunities to discuss the leadership case study report during classes. Full details of the project will be distributed and discussed in class.

(a) Formative Assessment: In-class Presentation

Due: Day 6 of the term

During the class on this day, your team will deliver a presentation on the leadership case study your team has selected. Each member of the team must be involved in preparing for or delivering the presentation. 11

Class teachers will provide feedback on content, structure, critical thinking and application of theory to practice.

(b) Summative Assessment: Leadership Case Study Written Report

Due: Day 8 of the term

The output from the team leadership case study project is a 2,000 word report. The word count does not include references or appendices. The report must contain the following sections:

1. An introduction to the leader that you have selected, and a rationale for your choice.
2. A critical analysis of this leader's style, skills and achievements, making reference to appropriate theory and research and to the organizational, social or political context for this leadership.
3. A conclusion.

Note on Teamwork

It is important to cooperate with your team while completing this assignment. Free riding is unacceptable. You will be asked to individually submit a team evaluation form when the assignment is completed. In this form, you will independently evaluate your own and your fellow team members' work on the project. We will review these forms when determining your individual course grades on the team project. You should be aware, however, that all team members will generally receive the same grade, even though some might have worked harder than others. It is up to you as a team to try to manage your work so that everyone contributes effectively and to sort out any issues that may arise. Nevertheless, there might be exceptions where one team member receives a lower grade than the others because s/he did not pull his/her weight. We would rather know that such problems are occurring while they are happening. So, you should be sure to bring your concerns about your team to the attention of a member of the MG204 teaching staff as soon as possible, and preferably before your team report submission date.

(2) Final Exam

Summative Assessment: 2-hour Final Examination

When: Final day of the course

The exam will consist of unseen essay questions on topics covered in the course. We will discuss details of the final exam in lecture and class. No lecture or classes on this day.

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(3) Course Participation

Summative Assessment: Your presence, preparation and participation

When: Daily (in lecture and class)

Goals of class participation

The success of all of our learning depends on each person's preparation, attendance and contribution to the lectures and classes. Because your course participation is an important aspect of your learning, it is an important component of your final grade. In addition, your success in the work force depends on your ability to effectively communicate your point in front of a group of people.

The goal of course participation is to help you develop the following skills:

- Make a clear, succinct point that contributes to a conversation
- Speak in front of others
- Improve your synthesis and understanding of the course material

Process

- Course participation will be assessed daily based upon your verbal contributions in lecture and class and your in-class written reflections on the material.

Components of Class Participation

While the goal of class participation is to encourage you to speak in class, not everyone is comfortable with that mode of communication. Several components of class participation will be considered.

- **Quality contributions in the course** – Each day you will be given the opportunity to participate in lecture and class discussions. You do not have to speak in every session, but you do have to participate in some of the discussions to be considered a strong participator. As well, strong contributions depend on quality not quantity. You do not have to speak often to make strong contributions.

High quality contributions

- are clear and concise
- push the conversation forward
- add to our overall understanding
- reflect familiarity with the case and/or readings
- might ask a provocative question rather than make an assertive statement

Low quality contributions

- repeat what has already been said
- reflect an unfamiliarity with the case and/or readings
- distract from the flow of contributions

Course participation enables you to practice the skills of making succinct, well supported arguments. *This can be challenging for some people. Any member of the MG204 teaching team would be happy to arrange a time to discuss strategies that can help you effectively practice your participation skills.*

- **Course Reflections** – Frequently you will be asked in lecture to reflect on the pre-reading and/or on the discussion in the course. This is an opportunity for you to think through what you gained from reading the material or participating in the course discussions.

Grading of class participation

Your participation will be graded for each session (not for each individual comment) as follows:

0 - No participation

Did not attend

1 – Limited-participation

Attended the session

Did not contribute to the discussion, or offered brief comments.

Written comments suggest limited familiarity **or** synthesis of the case or reading materials.

2 – Satisfactory participation

Attended the session

Contributed to the discussion with comments that suggest a familiarity with the case or other materials, and are clear and concise.

Written comments suggest both knowledge and synthesis of the case or materials.

3 – Strong participation

Attended the session

Made high quality contributions to the discussion that not only suggest a familiarity with the case or other materials, but push our discussion forward to explore new ideas.

Written comments suggest knowledge, synthesis and engagement with the case or materials.

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At the end of the course, your session participation grades will be averaged across the across the course.

The average is usually around satisfactory participation:

- | | |
|------------------------------|-------------|
| • No Participation | C and lower |
| • Limited Participation | C to B- |
| • Satisfactory Participation | B to B+ |
| • Strong Participation | A to A- |

A note on attendance

Because so much of our learning happens through discussion in lectures and classes, attendance is important for your own learning and that of your classmates. You will receive a 0 on days that you are absent.

A note on computers and cell phones

Please note that computers and cell phones can easily distract you, as well as your classmates, from participating in lectures and classes. Please **turn off all cell phones and computers during lecture and class time**. If there are circumstances that would warrant you to use your computer or cell phone, please let me

know. Otherwise, your distractions on your computer and cell phone will 'detract' from your course participation grade.

Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk