MGMT 452: LEADERSHIP IN ORGANIZATIONS SPRING 2007

Dr. Raj Pillai
MGMT 452
Leadership in Organizations
M: 5:00-8:50 pm
Classroom: MH 306
E-mail: rpillai@csusm.edu

Office: 358 Markstein Hall
Phone: (760) 750-4234
Hours: M: 4:00–5:00 pm
W: 9:00-10:00 am
and by appointment

FACULTY BRIEF BIO

Dr. Raj Pillai is Associate professor of Management at CSUSM. She received her doctorate in 1994 from the State University of New York at Buffalo in Organizational Behavior. Her dissertation focused on the contextual factors that facilitate or retard the emergence of charismatic leadership. Her areas of teaching and research interest are leadership and cross-cultural management. She has published several articles on charismatic/transformational leadership and cross-cultural management in the leading journals in the field (e.g., Leadership Quarterly, Journal of Management, Journal of International Business Studies). Dr. Pillai also has her MBA from the University of Bombay, India and has held executive positions in the banking industry in India. She has consulted with several service organizations in the U.S. on leadership effectiveness and has received awards for excellence in teaching and research such as the Western Academy of Management Ascendant Scholar Award and the College of Business Outstanding Professor Award. Dr. Pillai is also Executive Director of the Center for Leadership Innovation and Mentorship Building (CLIMB) at CSUSM.

COURSE OBJECTIVES

This course focuses on understanding leadership and its implications for motivation in organizations. I have to emphasize at the outset, however, that this is a complicated and often elusive topic that has fascinated people through the ages. The successes and failures of groups and organizations throughout history have been attributed (sometimes incorrectly) to leadership. There are more than 10,000 studies on the subject attesting to the perceived importance of leadership in our lives. Our mission this semester to have each one of you come away with a basic understanding of the theory and practice of leadership and explore ways in which our own leadership skills can be enhanced. I hope this will lay the foundation for your future growth and development as managers and leaders.

TEXTS


Please check Webct 6 for all announcements, PowerPoint slides, articles, video clips relating to the course.
SESSION FORMATS
Lectures, class discussions, case analyses, videos, guest speakers

GRADING PHILOSOPHY

While I greatly value and appreciate effort as an important precursor to learning, please understand that true learning is manifested by how well you communicate (verbally and in writing) what you have learned. That is what I plan to reward. I have great expectations for your performance in class. If I reward mediocre performance with good grades, I reinforce your efforts to just get by. As you are only too aware, that is not the reality of the working world where performance is measured in large part on your ability to deliver the work product or service and communicate effectively.

EVALUATION

Test 1 20 points
Test 2 20 points
Final Report (Individual) 20 points
Group Film Case Analysis 20 points
Participation 20 points

TOTAL 100 points

Final grades are based on a percentage of the total number of points: 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, < 60%=F

The tests will include short-answer and multiple-choice questions based on the chapters and the readings. The finals will consist of a report to be submitted according to the final exam schedule. See below for more specifics on the report.

No “make-ups” of any kind will be available except in cases where there is a verifiable medical emergency. If you miss class, you are responsible for the material that you missed.

FINAL REPORT

Each of you will be responsible for finding and reading a popular press book on leadership or a leader (e.g., Principle Centered Leadership, Jesus as CEO, Churchill on Leadership). In addition, you will be expected to write a brief report (not exceeding 6 pages typed double-spaced, 12 point font, and 1 inch margins) which you will present to the rest of the class on April 30 or May 11. The report will cover a brief summary of the book, what you found interesting about the book, and how you think it relates to leadership concepts covered in the course. Furthermore, the report will serve as your critique with regards to its usefulness in helping improve leadership practice. The presentations should be entertaining and fun for the rest of the class. The written report is due on or before May 14, 2007 by 9 pm. Please let me know your choice of book by April 2, 2007.
One of the many ways that you can find a suitable book is to visit a large book store and browse around in the business books section. Another useful source for lists of books on various subjects is the internet (e.g., the websites of Barnes and Noble or Amazon.com).

UNIVERSITY WRITING REQUIREMENT

CSUSM has established a 2500 word writing requirement for each course. To meet this requirement, each student in this course will complete the writing assignments described in this course outline.

GENERAL CASE ANALYSES

We will be making extensive uses of cases in this course. After discussing a leadership approach in the Northouse text, the class will break up into groups to analyze the cases in each chapter. Students are expected to have read the cases before coming to class. General guidelines for case analyses are appended below:

1. Read the case quickly to get a very general idea of the key issues.

2. Then, read it very carefully, underlining or marking important facts and phrases as you go along. Try and put yourself in the position of the key people (especially the leaders) in the case.

3. Write down what you think are the main issues in the case. Read between the lines to understand the opinions and attitudes of the individuals portrayed in the case.

4. Do not hesitate to make some reasonable assumptions if specific data are not available. But please be sure to state it in your analysis. At this stage, you have identified the problem and you are developing a clear statement of your analysis of the situation which also includes an examination of alternatives. How could the situation have been handled differently? Which leadership model is most appropriate? The questions that follow the cases in the Northouse text should help you with your analysis.

5. Your analysis is the most critical step in case preparation. Your recommendations will follow directly from your analysis. Develop a set of recommendations that support your analysis after examining the pros and cons of each alternative.

Note: There may not be a single “right” answer to a business problem. You will learn best if you recognize and appreciate this simple truth and are willing to engage in a vigorous discussion of the issues with fellow group members and classmates.

GROUP FILM CASE ANALYSES

We will also be discussing leadership using the medium of film. The film cases that I have included are to be found in the attached class schedule. The questions for these cases are to be found in Appendix A, which is attached to this course syllabus. You may wish to add your own.
Please ensure that you watch the film and take proper notes before coming to class. On the scheduled date, each group will be expected to present their analysis to the class using film clips to argue their points of view. **Each group will also be expected to submit a report to the instructor which contains** a) a brief summary of the film, b) a response to the questions for the film case using leadership concepts from the course, and c) any other comments on the leadership issues that emerged in the case. **These reports should not exceed 6 pages typed double spaced with a 12 point font and 1 inch margins all around (excluding references). They are due on the date that the cases are scheduled for presentation.** The rest of the class is expected to participate fully in the discussions. Please plan about 1 1/4-1 1/2 hours for each presentation.

**FILM CASE ANALYSIS REPORTS**

Each student is expected to submit a 1-2 page single-spaced typewritten analysis of leadership issues in the film on the date that the film is scheduled for discussion (feel free to use the questions in this course outline). Students are required to submit these analyses for a **minimum of 4 films** (not including the one which they present) during the course of the semester. This assignment is designed to encourage strong class participation during the presentations and to improve students’ critical thinking skills in the leadership arena. It has proved to be very useful in the past and is intended to help students enhance their participation grade.

**THE APPRENTICE**

If there is sufficient interest in class, we will spend a few minutes in class discussing the leadership and management lessons (if any) from the NBC business reality show "The Apprentice" which is pegged as a "real world" competition showcasing the "best and the brightest" (according to Donald Trump) in business, project management and team leadership. The show usually airs on Sunday nights at 9 pm. The Spring 2007 season is based in Los Angeles. **Show website for clips, episode recaps, etc: http://apprentice.tv.yahoo.com/trump/06/**

**ACADEMIC DISHONESTY**

Students who do not conduct themselves in conformity with the highest standards of academic honesty will be disciplined in accordance with the general rules and guidelines of the College of Business Administration and California State University. This includes lowering grades or failing affected students on exams, cases, or the course as a whole. Furthermore, students whose classroom behavior is judged by the instructor to be disruptive to the learning environment may have their final course grades lowered by as much as two letter grades (at the discretion of the instructor).

**HOW TO GET THE MOST OUT OF THIS COURSE**

1. **Do not miss class.** We will be covering a lot of material in each session. Sometimes, the material may not be covered in the textbook. Furthermore, information recorded in one notebook may not be easily transferred to another.
2. **Keep up with the readings.** It is very easy to fall behind. Too much material is difficult (and boring!) to process in one single reading.

3. **Participate fully in class activities.** That is how you will get the most out of this course. The experiential exercises are not simply fillers, but are an integral aspect of the course learning. Given the mixed format, and developmental nature of the course, and the reduced reliance on standard lecture formats found in other courses, learning will be highly dependent on the quality and quantity of participation. I would like you all to feel free to participate in all in class discussions and activities without worrying about your public speaking ability. Look upon this as an opportunity to develop or finely hone your presentation skills. **Please understand that attendance and participation do not mean the same thing in my dictionary!** Participation goes much beyond attendance and involves contributing to class discussions and case analyses and responding to questions/issues raised by the instructor or other students.

   Participation scores will be assigned as follows:

   - Attended class, rarely opened mouth to engage in class discussion……33%
   - Attended class, participated in class discussion occasionally………… 50%
   - Attended class, actively participated in class discussion and added VALUE to the class…………………………………………………90-100%

4. **Ask questions and talk to me if you have any problems.** Do not be shy in class and do not be afraid to use office hours to get help. Also, do let me know if you have any special needs or problems.
# CLASS SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Exercises</th>
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<tbody>
<tr>
<td>Jan 22</td>
<td>Introduction, 1 (Northouse)</td>
<td>Case Sign up</td>
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<td>2 (Northouse)</td>
<td>Chapter 2 Cases</td>
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<td>Jan 29</td>
<td>Caproni *, Chapter 2</td>
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<td>4 (Northouse)</td>
<td>Chapter 4 Cases</td>
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<td>Feb 5</td>
<td><strong>Dead Poet's Society</strong> (Film Case Discussion)</td>
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<td>Caproni, Chapter 3</td>
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<td>Feb 12</td>
<td>Caproni, Chapter 4</td>
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<td>5 (Northouse)</td>
<td>Chapter 5 Cases</td>
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<td>Feb 19</td>
<td><strong>Twelve O’Clock High</strong> (Film Case Discussion)</td>
<td>Pat Howard Role Play</td>
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<td>7 (Northouse)</td>
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<td>Feb 26</td>
<td>Caproni, Chapter 5</td>
<td>Guest Speaker</td>
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<td>Caproni, Chapter 6</td>
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<td>Mar 5</td>
<td><strong>TEST 1</strong></td>
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<td>8 (Northouse)</td>
<td>Chapter 8 Cases</td>
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<td>Mar 12</td>
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<td><strong>Shackleton</strong> (Film Case Discussion)</td>
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<td>Mar 19</td>
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<td><strong>Miracle</strong> (Film Case Discussion)</td>
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<td>March 26-March 31</td>
<td><strong>SPRING BREAK</strong></td>
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<td>April 2</td>
<td><strong>The Devil Wears Prada</strong> (Film Case Discussion)</td>
<td>Chapter 12 Cases</td>
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<td>12 (Northouse)</td>
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<td>April 9</td>
<td>13 (Northouse)</td>
<td>Chapter 13 Cases</td>
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<td>Cross-cultural leadership</td>
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<td>April 16</td>
<td><strong>Gandhi</strong> (Film Case Discussion)</td>
<td>Chapter 14 Cases</td>
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<td>14 (Northouse)</td>
<td>Test 2 Review</td>
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<td>April 23</td>
<td><strong>TEST 2</strong></td>
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<td><strong>Thirteen Days</strong> (Film Case Discussion)</td>
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<td>April 30</td>
<td>Caproni, Chapter 7</td>
<td>Book Report Presentations</td>
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<td>May 7</td>
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<td>Book Report Presentations, Course Wrap</td>
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**BOOK REPORTS ARE DUE BY 9 PM ON MAY 14, 2007**

* Indicates the Management Skills Book
APPENDIX A

FILM CASE DISCUSSION QUESTIONS

Dead Poet’s Society

1. Compare and contrast the leadership styles of Mr. Keating and Mr. Nolan?
2. Does Todd change during the course of the film? Why and how?
3. What do the boys gain from their participation in the Dead Poet’s Society?
4. Is Mr. Keating successful as a leader? What about Mr. Nolan? How do you assess their effectiveness as leaders?
5. Are there any business lessons to be learned from the film? Please explain.

Twelve O’Clock High

1. Discuss the leadership characteristics of Colonel Davenport and General Savage.
2. How do their leadership styles differ? Does the situation play a role in influencing their respective styles? If yes, how?
3. Does General Savage change his style? Why or why not?
4. Who is the more effective leader? Why?
5. What lessons for business leadership do you draw from the film?

Shackleton

1. What were the qualities that motivated Shackleton to propose and garner resources for the daring Antarctic journey on the Endurance?
2. How did he prepare for the trip? Evaluate his key decisions prior to embarking on the trip.
3. Evaluate Shackleton’s leadership strategies during the first few weeks of the expedition? How would you describe his leadership style?
4. How did Shackleton’s leadership qualities enable him to successfully lead his men through the crisis that befell them?
5. What lessons can business leaders draw from the voyage of the Endurance and Shackleton’s handling of the crisis?

Miracle

1. What leadership traits, styles and behaviors did Coach Brooks display?
2. What strategies did Coach Brooks use to build the team and win the gold medal?
3. What were the differences in leadership style between Coach Brooks and assistant coach Patrick? How did each style benefit the team?
4. Did any of the team members emerge as leaders? Discuss.
5. Discuss team leadership using concepts from the Caproni and Northouse chapters on teams.
The Devil Wears Prada

1. Describe the work culture at “Runway” magazine. Would you like to work there? Why or why not?
2. What kind of a boss was Miranda Priestly? Describe her leadership traits and behaviors and her effect on her followers.
3. Do you think that either Nigel or Emily or Andy Sachs were leaders/emerging leaders? Why or why not?
4. Using the framework in the chapter on women and leadership in the Northouse text, analyze the work situation faced by Miranda Priestly and Andy Sachs (e.g., Did Miranda have to give up anything to be a successful leader in the fashion industry?)
5. What other implications for women and leadership do you draw from the experiences of the lead female characters in the film?

Gandhi

1. Which are Gandhi’s most important leadership traits?
2. What were Gandhi’s strategies for building support in India?
3. What are the most important actions that Gandhi performs as a leader?
4. Was Gandhi’s use of fasting a successful leadership strategy for dealing with a crisis? Why or why not?
5. Does the fact that Gandhi and Martin Luther King, who also practiced nonviolence, met violent deaths show that violence will ultimately triumph over nonviolence?

Thirteen Days

1. Evaluate the leadership traits and behaviors of “JFK”, “RFK” and “Robert McNamara” as portrayed in the film.
2. Research differences between Russian and American leadership behaviors and examine their implications for the Cuban Missile crisis.
3. Compare and contrast the leadership decisions made by President Kennedy during the Bay of Pigs and the Cuban Missile crises. In what way were the outcomes different? Why?
4. In your opinion, what are the lessons political (and business) leaders from the crisis?
5. If the crisis had occurred today, how would George W. Bush have dealt with it?
GUIDELINES FOR AN EFFECTIVE FILM CASE PRESENTATION

Use films clips that illustrate your point but be careful not to keep them so long that you lose your audience or so short that you confuse your audience.

Involve the audience through questions and other clever class participation devices

Be prepared: Rehearse your presentation until you get it right.

Co-ordinate with other team members and practice smooth transitions from one member to another.

Make eye contact, connect with your audience.

Dress professionally when possible.

Time yourself. Don't use up most of the time for the introduction and rush through the rest.

Be enthusiastic. If you are not excited about your topic nobody else will be interested!

Adopt a conversational style. Please do not read from your paper or “3 by 5” card.

Move around to engage the audience. Avoid being frozen to the ground or glued to the lectern!

Use wonderful audio visual aids but don't be mesmerized by them.

Avoid using fillers like "Ah" and "um" and "you know."

Be original, creative and have a good time!