

BADM 633
Leadership
CRN: 84120 Section: 7D1 Online Format
Fall 2016 (August 17, 2016 to October 7, 2016)

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LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Describe the principles of effective leadership at all levels in business organizations.
2. Critically analyze situations faced by business leaders such as those related to designing organizations, implementing organizational change, building organizational culture, enabling innovation, and leading corporate mergers.
3. Evaluate various motivational tools available to business leaders in getting the best performance from individual employees, teams, and the organization as a whole.

COURSE PREREQUISITES: Must be registered in the Online Executive MBA program of the College of Business and Economics.

REQUIRED MATERIALS

Five cases from Harvard Business School and access to the simulation (Change Management Simulation: Power and Influence) are available in the course-pack that must be purchased by each student from the Harvard Business School Publishing website. The web link for purchasing the course materials is as follows.

<http://cb.hbsp.harvard.edu/cbmp/access/51317344>

You have to first register on the website before getting access to the course materials.

Participation in the simulation is mandatory for each student. Registration in the simulation is possible only through the course-pack. Therefore, each student will have to buy the course pack. It is not possible to get access to the simulation without buying the five cases in the same course-pack.

All the assigned readings / articles are available free of charge through the WVU library website (EBSCO Host database). Web links have also been provided for the articles in the syllabus. Students will have to use their WVU Master ID and password to retrieve the articles.

The lecture videos for each module are available through iTunes in the module overview section. The module overview is typically the first item in the list of contents under a module. Along with the link for videos, there is also a link for the transcript of the lecture, available as a Word document.

COURSE ACTIVITIES

1. Team case analysis (five)
2. Class discussion (online discussion of topics, articles, and cases – best five scores out of six modules)
3. Team module assignments (best five scores out of six modules)
4. Individual simulation (Change Management) in Module 5 (Scores will be based on simulation performance and individual paper.)
5. Organizational leader analysis (individual project)
6. Final exam

TEAM CASE ANALYSIS

We will discuss five cases in this course. Students will work in their assigned teams and will write a report (about two-three pages, double-spaced) on each case. The report must not exceed three pages and in most cases, two pages would be sufficient to fully answer the questions. The discussion questions for each case will be given in advance.

Submission of team case analysis is mandatory for all five cases.

CLASS DISCUSSION (eCampus)

You earn points in this category by fully participating and being involved in class discussions on a regular basis. The discussion will take place virtually on eCampus. Much of our learning this semester will come from each other.

The best scores on five out of six modules (Modules 1, 2, 3, 4, 6, and 7) will be considered for the grade. Depending on the scores in other modules, it might be possible for a student to earn a good grade on the class discussion component of the course without participating in the online discussion in one module.

Within each module, class discussion score will be based on the answers to each question from each article or case for which the questions are listed in the syllabus. For example, for the first module, there are six class discussion questions drawn from three articles (Goleman, Latham, and Edmondson et al.). Each question has the same weight and scoring will be done for each question for each student. Therefore, it is important to contribute to all the questions. Otherwise, one might be better off skipping that module and participating fully in another module, as long as one ensures good scores in five modules. (Module 5 does not have class discussion.)

In terms of answering each question in class discussion, the method of response might vary from one student to another. For example, one could write the answer to the question as an original

post or respond to other students' posts and spread the content across responses. Ultimately, the overall content matters - whether as an original post or as response. The content should be comprehensive and ideally, also involve examples from one's own experience or from what one has read from other sources. Debates and disagreements are welcome.

All the content related to a particular question will be considered for the grade, whether it is in the form of original post(s) or response(s). Direct answer to a question in an original post is not the only way of earning points, though it is certainly an acceptable way. One may support or extend someone else's arguments, disagree with another student or critique the question/article, provide illustrations from one's workplace, or participate in any other meaningful way. I am certainly open to various types of contribution. The only requirement is that each question will be scored separately for the class discussion grade in the module, and so, if a question is not addressed at all, the student will lose a significant percentage of points in the class discussion component for that module. As an added incentive for more interactions among students, there will be bonus points for students who respond to the posts of others and provide new information/perspective.

TEAM MODULE ASSIGNMENTS

At the end of each module, teams will write a report on the module. The report will involve answering the questions posted under each module. The report must be about two-three pages long (double-spaced). The report must not exceed three pages and in most cases, two pages would be sufficient to fully answer the questions. There will be six reports in the course. The module assignment is due on the date the module gets over.

The best scores on five out of six modules (Modules 1, 2, 3, 4, 6, and 7) will be considered for the grade. Depending on the scores in other modules, it might be possible for a team to earn a good grade on this component without submitting team assignment in one module.

INDIVIDUAL SIMULATION

Change Management Simulation: Power and Influence

This simulation involves EMBA students making decisions on organizational change. Students will work online individually on this simulation. The simulation is part of Module 5. At the end of the module, each student will write a two-page (double-spaced) reflective paper on his/her learning from the simulation. **Participation in the simulation is mandatory for each student. Registration in the simulation is possible only through the course-pack. Therefore, each student will have to buy the course-pack.** (You have to first register on the website before getting access to the course materials.)

<http://cb.hbsp.harvard.edu/cbmp/access/51317344>

Please note it is NOT possible to get access to the simulation without buying the five cases in the same course-pack.

ORGANIZATIONAL LEADER ANALYSIS (Individual Written Report)

Analysis of Organizational Leader

Each student will study an actual leader in an organization. It will involve interviewing the leader and possibly, some of the employees. The interview could be through any medium of communication. Ideally, the person you study must be in a business organization. Some examples of leaders in business organizations that might be available for this project are managers in your own organization, CEOs of small businesses in the student's local area, general managers of local retail stores / hotels and middle managers of large companies. The report must be about 4-5 pages long (double-spaced) and include the following.

- 1) Student must identify the leadership styles and their relative effectiveness. Student must give examples (with the consent of the leader being interviewed). Student must apply the concepts from Daniel Goleman's article (Leadership That Gets Results) discussed in the first module of the course.
- 2) Student must identify the processes through which the leader dealt with goal-setting in the organization and how s/he worked toward achieving those goals. Student must apply the concepts from Gary Latham's article (The Motivational Benefits Of Goal-Setting) discussed in the first module of the course.
- 3) Student must recommend actions for enhancing the effectiveness of the leader in future scenarios. Student must apply the concepts and examples (wherever applicable) from the course materials.

Students are welcome to add any additional analysis. Since it is possible that more than one student might be interested in studying a particular leader, each student must get the name of the leader s/he plans to study approved by the instructor before starting any work. Two students cannot work on the same leader.

LATE ASSIGNMENTS POLICY

Unless an arrangement has been made in advance with the instructor, for every day of delay, the student/team will lose five percentage points in that course component. I fully understand the multiple responsibilities that the students have to perform with their work and personal roles, along with their role as a student. Therefore, if a student anticipates not being able to turn in an assignment in time, s/he may contact me via email before the deadline and get an extension for two days. However, it is strongly recommended that students complete an assignment by the due date, because it may get difficult to complete the subsequent assignments.

FINAL EXAM

There will be one final exam at the end of the course. The exam will consist of six questions based on articles and cases discussed in class and might involve some additional research. The

answer to each question will be about one page long. No early or late exam will be given unless it is a university-excused absence or some extreme situation. The exam will be given and submitted within a specified range of time (five days).

DETERMINATION OF GRADE

Individual grades will be assigned based on total points obtained.

<i>Component</i>	<i>Weight</i>
Team case analysis (five cases)	25%
Class discussion (eCampus) - best five (out of six) scores	20%
Team module assignments - best five (out of six) scores	25%
Individual simulation (Change Management) (Actual performance in the simulation – 5%; Individual report – 5%)	10%
Organizational leader analysis (individual written report)	10%
Final exam	10%
<i>TOTAL</i>	<i>100</i>

Grading scale: 90 points and above: A; 80 - 89.99: B; 70 - 79.99: C; 60 - 69.99: D; < 60: F

ACADEMIC INTEGRITY

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>.

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.”

WVU Student Conduct Code is explained on the following website.

<http://studentlife.wvu.edu/r/download/180235>

WVU ACCESSIBILITY SERVICES – Please read the following statement from WVU’s Division of Diversity, Equity, and Inclusion.

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the [Office of Accessibility Services](#) (304-293-6700). For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu/>.”

NOTE: The instructor reserves the right to change this syllabus as time and circumstances dictate. Necessary changes will be announced in advance, when possible.

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Course Modules

Welcome and overview of the course

**Module 1: How do leaders effectively manage individuals and teams?
(August 17-August 23, 2016)**

Topic 1: Review of past theories; Leadership and emotional Intelligence

Assigned Readings

* Bernoff, J., & Schadler, T. (2010). Empowered. *Harvard Business Review*, 88, 7/8, 94-101.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=51600665&site=ehost-live>

* Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78, 2, 78-90.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=2839618&site=ehost-live>

Topic 2: Setting goals for the employees and facilitating team learning

Assigned Readings

* Edmondson, A., Bohmer, R., & Pisano, G. (2001). Speeding up team learning. *Harvard Business Review*, 79, 9, 125-132.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=5329331&site=ehost-live>

* Latham, G. P. (2004). The motivational benefits of goal-setting. *Academy of Management Executive*, 18, 4, 126-129.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=15268727&site=ehost-live>

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on August 23.

- a) Bernoff, J., & Schadler, T. (2010). Empowered. *Harvard Business Review*, 88, 7/8, 94-101.
1. Explain how Best Buy empowers its staff and how that helps the company. Give examples of how companies can empower their employees through the use of technology such as Twitter, online communities, online video, etc. How does the availability of such technology change the process of empowerment?
- b) Latham, G. P. (2004). The motivational benefits of goal-setting. *Academy of Management Executive*, 18, 4, 126-129.
1. Give some examples to explain how setting specific and difficult goals may lead to discovery of knowledge.
 2. Give some examples to illustrate when it might be better to set learning goal instead of a performance goal.
- c) Edmondson, A., Bohmer, R., & Pisano, G. (2001) Speeding up team learning. *Harvard Business Review*, 79, 9, 125-132.
1. What kind of leadership is required to enable quick learning by the team?
 2. How was conventional wisdom defied in team learning? What could be the possible reasons for conventional wisdom not holding true in the case of cardiac surgery teams?

Class Discussion

Students are expected to contribute their responses and participate in class discussion online. Students will be able to identify the names of other students in this discussion. The due date is August 23.

- a) Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78, 2, 78-90.
1. Based on the emotional intelligence competencies that underlie each leadership style, which leadership styles are perhaps less complex in execution? In your experience, which leadership styles are more commonly found in organizations?
 2. How can a person develop emotional intelligence capabilities? In your experience, what are the best practices?
- b) Latham, G. P. (2004). The motivational benefits of goal-setting. *Academy of Management Executive*, 18, 4, 126-129.
1. When an employee sets a goal for himself/herself or when a supervisor assigns a goal to the employee, how can the supervisor increase the commitment of the employee toward that goal? Please share your experiences.
 2. What are some of the downsides and risks associated with goal setting in organizations?
- c) Edmondson, A., Bohmer, R., & Pisano, G. (2001) Speeding up team learning. *Harvard Business Review*, 79, 9, 125-132.
1. What kinds of teams and situations in business organizations resemble the kind of team described in the article?

2. What do you understand by “psychological safety”? What is its significance for organizations? Why is psychological safety not easy to find in many organizations?

Module 2: How do leaders attract and retain the “right” employees? (August 24 – August 30)

Topic 1: Enabling job satisfaction of employees

Assigned Readings

* Cascio, W. F. (2006). Decency means more than "Always Low Prices": A comparison of Costco to Wal-Mart's Sam's Club. *Academy of Management Perspectives*, 20, 3, 26-37.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=21903478&site=ehost-live>

* Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review*, 81, 1, 87-96.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=8796887&site=ehost-live>

Topic 2: Managing people for results

Assigned Reading

* Schwartz, T. (2010). The productivity paradox: How Sony Pictures gets more out of people by demanding less. *Harvard Business Review*, 88, 6, 64-69.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=50760531&site=ehost-live>

Case Discussion (1)

+ The SAS Institute: A Different Approach to Incentives and People Management Practices in the Software Industry.

Harvard Business School case

Product Number: HR6

Available from course-pack

Team Case Analysis

Discuss the SAS Institute case with your team members and answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on August 30.

1. With the help of examples, explain how the people management practices at SAS Institute are different from the practices followed by many of its competitors in the Silicon Valley.
2. Explain the role of the leader (Jim Goodnight) in building SAS Institute into a unique organization.
3. Explain the role of the people management practices in the success of SAS Institute.
4. Why are most companies not like SAS Institute?

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on August 30.

- a) Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review*, 81, 1, 3-11.
 1. Explain any four positive KITA and give reasons why these are not likely to be effective in motivating employees.
 2. Based on Herzberg's theory and with examples, explain any four principles of vertically loading a job.
 3. Discuss any three managerial implications of Herzberg's article. That is, if you had employees reporting to you, what ideas or concepts would you apply to manage those employees more effectively?
- b) Schwartz, T. (2010). The productivity paradox: How Sony Pictures gets more out of people by demanding less. *Harvard Business Review*, 88, 6, 64-69.
 1. Explain any two things that were done by the leaders at Sony Pictures to increase the productivity of the employees.

Class Discussion

Students are expected to contribute their responses and participate in class discussion online. Students will be able to identify the names of other students in this discussion. The due date is August 30.

1. Assume you are starting a new business and want to replicate most of the people management practices of SAS Institute in your company. What challenges are you likely to face?
2. In the context of SAS Institute, explain the linkage between employee retention and customer retention.
3. Since the time the case was written, what have been the major changes at SAS Institute? Has there been a change in the basic approach to managing employees?
4. What are the characteristics of the “right” kinds of employees for SAS Institute? How does the company recruit them?
5. Among all the efforts made by SAS Institute in retaining employees, in your view, which would be the most important?
6. What themes are common in the article by Herzberg and the case on SAS Institute?

7. Is there a relationship between the business strategy of a company and how well it treats its employees? Considering the discussion on Costco versus Sam's Club, what could be some reasons why some companies choose to take care of their employees over and above the industry norm?

Module 3: How do leaders make sound decisions and design effective organizations? (August 31 – September 6)

Topic 1: Ethics & Trust

Assigned Readings

* Meyer, C., & Kirby, J. (2010). Leadership in the age of transparency. *Harvard Business Review*, 88, 4, 38-46.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=48736755&site=ehost-live>

* Trevino, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, 42, 4, 128-142.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=3633777&site=ehost-live>

Topic 2: Decision-making; organization design

Assigned Reading

*Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why good leaders make bad decisions. *Harvard Business Review*, 87, 2, 60-66.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com.www.libproxy.wvu.edu/login.aspx?direct=true&db=buh&AN=36195784&site=ehost-live>

Case Discussion (2)

+ Procter & Gamble: Organization 2005 (A)
Harvard Business School case
Product number: 9-707-519
Available from course pack

Team Case Analysis

Discuss the Procter & Gamble case with your team members and answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 6.

Procter & Gamble: Organization 2005 (A) [Piskorski & Spadini, 2007]

1. Why did the U.S. organizational structure shift from product grouping in the 1950s to a matrix in the 1980s? Why did the European organization structure shift from geographic grouping in the 1950s to category management in the 1980s? Why were the two structures integrated into a global matrix/cube in the 1990s?
2. What are the key distinguishing features of Organization 2005? Why did P&G adopt this structure?
3. With the help of examples from this case, explain the relationship between strategy and structure of a company.
4. Should Lafley make a strong commitment to keeping Organization 2005 or should he plan to dismantle the structure?

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 6.

- a) Meyer, C., & Kirby, J. (2010). Leadership in the age of transparency. *Harvard Business Review*, 88, 4, 38-46.
 1. With the help of examples, explain what is meant by positive and negative “externalities.” Why is it important for businesses to internalize negative externalities?
- b) Trevino, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, 42, 4, 128-142.
 1. Why is it that leaders might be perceived as ethically neutral? Mention any three risks of being perceived as ethically neutral.
- c) Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why good leaders make bad decisions. *Harvard Business Review*, 87, 2, 60-66.
 1. With the help of examples, briefly explain three red flag conditions that affect decision-making.
- d) Exercises on Ethical Dilemma

(Gomez-Mejia, Balkin, & Cardy, 2004: 116-117)

1. “The service department of Computer Universe maintained the computers for many small and large businesses in the area. The large clients who provided lucrative contracts were given special attention and service. One such client demanded a change in the specialist who serviced its computers. Fran Stone, the computer service manager, was dumb-founded when a large client demanded that John Zurn be removed from the account. When Fran asked why, the client claimed that John was incompetent. When she asked the client to elaborate on the claim, the true reason emerged. Forced to answer, the client said, ‘That fat slob

couldn't service my chair.' To avoid the loss of this account, Fran assigned another service specialist to replace John. John Zurn took great pride in his work and was pleased with the list of prestigious clients he worked for...At 5 feet 8 inches, he weighed 350 pounds."

Based on the above information, did Fran make the right decision? Justify your answer.

(Whetton & Cameron, 2007: 74-75)

2. "Dale Monson, a top manufacturing manager at Satellite Telecommunications, walked into the office of Al Lake, the head of quality control. Dale was carrying an assembled part that was to be shipped to a customer on the West Coast. Dale handed Al the part and said, 'Look Al, this part is in perfect shape electronically, but the case has a gouge in it. I've seen engineering and they say that the mark doesn't affect form, fit, or function. Marketing says the customer won't mind because they are just going to bury the unit anyway. We can't rework it, and it would cost \$75,000 to make new cases. We will only do 23 units, and they're already made. The parts are due to be shipped at the end of the week.' Al responded, 'Well, what do you want from me?' 'Just sign off so we can move forward,' said Dale. 'Since you're the one who needs to certify acceptable quality, I thought I'd better get this straightened out now rather than waiting until the last minute before shipping.'"

Based on the above information, what would you do if you were in Al's position? Justify your answer.

Class Discussion

Students are expected to contribute their responses individually and participate in class discussion online. Students will be able to identify the names of other students in this discussion. All the questions are based on the Procter & Gamble case. It is a very comprehensive case for understanding the challenges associated with organizational design. The due date is September 6.

Procter & Gamble: Organization 2005 (A) [Piskorski & Spadini, 2007]

Class Discussion Questions

U.S. Divisional Structure in 1955 (Diagram 1)

1. What are the benefits of organizing by product rather than function?
2. For what kinds of strategies would a company want to organize by product?
3. For what kinds of strategies would a company want to organize by function?
4. Does it make sense to put brand managers in charge of performance (profit and loss)?
5. Despite being responsible for profits and losses, why do brand managers not have complete control over manufacturing and sales force?

Western Europe Initial Organizational Design (Diagram 3)

6. How is this structure different from the structure shown in Diagram 1?
7. What are the reasons for P&G to have adopted a structure different from the one shown in Diagram 1?

U.S. Matrix Structure in 1987 (Diagram 2)

8. What are the reasons for P&G to have adopted a structure different from the one shown in Diagram 1?

European Category Management in the early 1980s (Diagram 4)

9. How is this structure different from the structure shown in Diagram 3?
10. What are the reasons for P&G to have adopted a structure different from the one shown in Diagram 3?
11. Who has lost power/authority in this structure?

Global Matrix Structure, 1995-1998 (Diagram 5)

12. What are the major changes in this structure compared to the ones shown in Diagrams 3 and 4?
13. Why did P&G introduce dotted lines between Global Category Leaders and Country Category Leaders?
14. What problems did the matrix run into?

Organization 2005 (Diagram 6)

15. How is this structure different from the one shown in Diagram 5?
16. How has the profit and loss responsibility changed in this new structure?
17. How can P&G make this structure work?

**Module 4: What leadership elements explain the success of entrepreneurs? How do top executives in large firms lead successfully?
(September 7-September 13)**

Topic 1: Entrepreneurial leadership

Assigned Reading

* Bhidé, A. (1996). The questions every entrepreneur must answer. *Harvard Business Review*, 74, 6, 120-130.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=9611188008&site=ehost-live>

Case Discussion (3)

+ Bill Gates and Steve Jobs
Harvard Business School Case
Product number: 9-407-028
Available from the course pack

Topic 2: Contextual importance of leadership; top management teams

Assigned Reading

* Groysberg, B., McLean, A. N., & Nohria, N. (2006). Are leaders portable? *Harvard Business Review*, 84, 5, 92-100.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=20454023&site=ehost-live>

* Miles, S. A., & Watkins, M. D. (2007). The leadership team: Complementary strengths or conflicting agendas. *Harvard Business Review*, 85, 4, 90-98.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=24267394&site=ehost-live>

Team Case Analysis

Discuss the case on Bill Gates and Steve Jobs with your team members and answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 13.

1. How were the life experiences of Gates and Jobs related to their later ventures?
2. Based on the experiences of Gates and Jobs, what are some critical success factors for entrepreneurs?
3. Compare the leadership styles and business approaches of Gates and Jobs? In what ways are they similar and different?
4. How should a charismatic founder transition a company for long-term success?

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 13.

- a) Bhide, A. (1996). The questions every entrepreneur must answer. *Harvard Business Review*, 74, 6, 120-130.
 1. Identify the leadership challenges that are different for an entrepreneurial venture, as compared to an established company.
 2. Identify the challenges faced by entrepreneurs who try to “ride a wave (of technology, regulatory changes, etc.)” and entrepreneurs who try to “create a new wave.”
- b) Groysberg, B., McLean, A. N., & Nohria, N. (2006). Are leaders portable? *Harvard Business Review*, 84, 5, 92-100.
 1. What do you understand by relationship human capital? With the help of an example, explain when a new CEO is likely to be successful on the basis of the social capital he/she possesses.
 2. What do you understand by company-specific human capital? With the help of an example, explain how a new CEO can overcome his/her lack of company-specific skills in order to be effective in the new organization.

- c) Miles, S. A., & Watkins, M. D. (2007). The leadership team: Complementary strengths or conflicting agendas. *Harvard Business Review*, 85, 4, 90-98.
1. With the help of examples, explain what you understand by task complementarity and expertise complementarity.
 2. With the help of examples, explain what you understand by cognitive complementarity and role complementarity.

Class Discussion

Students are expected to contribute their responses individually and participate in class discussion online. Students will be able to identify the names of other students in this discussion. The due date is September 13.

- a) Groysberg, B., McLean, A. N., & Nohria, N. (2006). Are leaders portable? *Harvard Business Review*, 84, 5, 92-100.
1. What do you understand by strategic human capital? Give examples (outside the article) to explain when a new CEO is likely to be successful on the basis of the strategic skills he/she possesses.
 2. What do you understand by industry human capital? Give examples (outside the article) to explain when a new CEO is likely to be successful on the basis of the industry-specific skills he/she possesses.
 3. If you are on the team/committee that has to select the CEO of the organization, how will you assess the candidates on their strategic human capital? What could be your sources of information?
- b) Miles, S. A., & Watkins, M. D. (2007). The leadership team: Complementary strengths or conflicting agendas. *Harvard Business Review*, 85, 4, 90-98.
1. With the help of examples, briefly explain the four pillars of effective complementarity.
 2. What are some lessons to be learned from the failure of Doug Ivestor in the CEO's role at Coca-Cola? Identify some other examples of failure of CEOs where the leadership style with respect to the top management team was responsible for the poor performance.
 3. Explain some of the key steps necessary to ensure a smooth transition at the top.
- c) Bill Gates and Steve Jobs case
1. With the help of examples, identify the key strengths of Bill Gates.
 2. With the help of examples, identify the key strengths of Steve Jobs.
 3. With the help of examples, identify the key weaknesses of Bill Gates.
 4. With the help of examples, identify the key weaknesses of Steve Jobs.
 5. Both the leaders were incredibly successful and would be classified as outliers in the population of entrepreneurs. While their personal strengths have been discussed in the previous questions, identify some of the key situational (or contextual) factors that explain their success as business leaders.

Module 5: Change Management Simulation: Power and Influence (September 14-September 20)

Participation in the simulation is mandatory for each student. Registration in the simulation is possible only through the course pack. Therefore, each student will have to buy the course pack.

<https://cb.hbsp.harvard.edu/cbmp/access/43768948>

This simulation involves an EMBA student working individually to make decisions on organizational change. The student plays the role of a change agent in a company and devises strategies to overcome resistance to change. This simulation aims to increase our understanding of leadership challenges in implementing organizational change. The simulation is accessible only through the course-pack. (You have to first register on the website before getting access to the course materials.) While the readings for Module 6 are not mandatory to do the simulation, some students have found them to be helpful for the simulation. The simulation must be completed by September 19. Students have the option to complete the simulation multiple times. Simply email the instructor a request for an additional simulation.

The reflective paper is due on September 20. The paper must focus on your learning from the simulation in terms of managing/leading change in organizations. The topic of the paper has been purposely kept open-ended to avoid giving hints for the simulation and to allow students to identify aspects of the simulation that are most relevant for change initiatives in their organizations.

Module 6: How do leaders inspire vision and transform organizations? (September 21-September 27)

Topic 1: Leadership and organizational change

Assigned Readings

* Charan, R. (2006). Home Depot's blueprint for culture change. *Harvard Business Review*, 84, 4, 60-70.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=19998877&site=ehost-live>

*Christensen, C. M., Marx, M., & Stevenson, H. H. (2006). The tools of cooperation and change. *Harvard Business Review*, 84, 10, 72-80.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=22316850&site=ehost-live>

* Kotter, J. P. (2007). Leading change. *Harvard Business Review*, 85, 1, 96-103.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=23363656&site=ehost-live>

Topic 2: Leading by vision

Case Discussion (4)

+ Google Inc.

Harvard Business School case

Product Number: 9-910-036

Available from the course pack

Team Case Analysis

Discuss the case on Google with your team members and answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 27.

1. What were the key factors related to the business environment that influenced Google's early success?
2. Evaluate the role of Google's unique governance structure, corporate culture, and organizational processes in the success of Google.
3. Describe how the founders of Google (along with Eric Schmidt) have displayed visionary leadership. Has the vision evolved over time?

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on September 27.

- a) Charan, R. (2006). Home Depot's blueprint for culture change. *Harvard Business Review*, 84, 4, 60-70.
 1. Why was there a need for cultural change at Home Depot?
 2. Explain the importance of instituting common metrics in bringing about cultural change at Home Depot.
 3. Critically evaluate the process used to restructure the purchasing operations at Home Depot.
- b) Christensen, C. M., Marx, M., & Stevenson, H. H. (2006). The tools of cooperation and change. *Harvard Business Review*, 84, 10, 72-80.
 1. With the help of examples, explain the four types of cooperation tools and the situations in which they are relevant.

Class Discussion

Students are expected to contribute their responses individually and participate in class discussion online. Students will be able to identify the names of other students in this discussion. The due date is September 27.

- a) Visionary Leaders
 - 1. In this course, we have read about several visionary leaders such as Bill Gates, Steve Jobs, and the founders of Google. What does it take to be a visionary leader? While everyone cannot become a visionary like these entrepreneurs/CEOs, what can an MBA graduate do over a ten-year period to move toward becoming a visionary leader?

- b) Google case
 - 1. Identify the similarities and differences between the leadership and organizational culture of Google and SAS Institute.
 - 2. What are the common themes that run across numerous products and services that Google offers?
 - 3. What are the core competencies of Google?
 - 4. What are the major threats that Google might face over the next five years? Identify some of the most formidable competitors of Google.
 - 5. Recommend some strategies for further enhancing Google's market value. Should Google diversify into any new business? Justify your answer with examples.

- c) Kotter, J. P. (2007). Leading change. *Harvard Business Review*, 85, 1, 96-103.
 - 1. Based on your individual work experience, identify one major step that you felt was not properly handled in an organizational change initiative you witnessed. Explain how you would have ideally implemented it.
 - 2. Why is it important for a visionary leader (more than other types/styles of leadership) to be particularly good at leading organizational change initiatives?

Module 7: How do organizations develop leaders? How do leaders manage gender and cross-cultural diversity issues? (September 28-October 4)

Topic 1: Leadership development

Assigned Reading

* Ulrich, D., & Smallwood, N. (2007). Building a leadership brand. *Harvard Business Review*, 85, 7/8, 92-100.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=25354749&site=ehost-live>

Case Discussion (5)

+ GE's Talent Machine: The Making of a CEO

Harvard Business School case
Product number: 9-304-049
(Available from the course pack)

Topic 2: Gender and cross-cultural issues in leadership

Assigned Readings

* Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85, 9, 63-71.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=26128729&site=ehost-live>

* Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20, 1, 67-90.

<http://www.libproxy.wvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=19873410&site=ehost-live>

Team Case Analysis

Discuss the GE case with your team members and answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The case analysis is due on October 4.

1. While many companies have difficulty producing sufficient candidates for top management succession, how has GE been able to create a surplus? What philosophy, policies, and practices have enabled GE to do that? Specifically, identify the mechanisms that enabled GE to develop Jeff Immelt for the role of the CEO.
2. From Jeff Immelt's perspective, is it time to tune up or overhaul GE's management development policies? Specifically, how would you deal with the proposals to change the vitality curve, MBA and international recruitment, and the executive bands?

Team Assignment

Answer the following questions in about two-three pages (double-spaced). One common response from the team is required. The assignment is due on October 4.

- a) Ulrich, D., & Smallwood, N. (2007). Building a leadership brand. *Harvard Business Review*, 85, 7/8, 92-100.
 1. With the help of examples, show how a company can incorporate the expectations of customers and investors in building its leadership brand?

- b) Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85, 9, 63-71.
1. Discuss the differences between leadership styles of women and men.
 2. Briefly explain three effective interventions that companies can undertake in order to increase the number of women at the top management levels.
- c) Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20, 1, 67-90.
1. Briefly describe any four dimensions on which societies/countries might differ. Give examples of countries in high-score cluster and low-score cluster on each cultural dimension.
 2. Briefly discuss three key differences in the requirements for effective leadership in Egypt compared to the U.S.

Class Discussion

Students are expected to contribute their responses individually and participate in class discussion online. Students will be able to identify the names of other students in this discussion. The due date is October 4.

- a) Glass Ceiling
1. In what kinds of businesses are we more likely to see a glass ceiling? What are the main causes and solutions?
- b) Ulrich, D., & Smallwood, N. (2007). Building a leadership brand. *Harvard Business Review*, 85, 7/8, 92-100.
1. Give some examples, preferably from outside the article, to show how organizations can translate what they stand for in the marketplace into a set of leader behaviors.
- c) Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20, 1, 67-90.
1. Discuss the key differences in the requirements for effective leadership in Brazil compared to the U.S.
 2. Discuss the key differences in the requirements for effective leadership in France compared to the U.S.
 3. Discuss the key differences in the requirements for effective leadership in China compared to the U.S.
- d) GE's Talent Machine: The Making of a CEO (Bartlett & McLean, 2006)
In the integrated management development system at GE, discuss the importance of the following four components.
1. Recruitment

- a) What are the personal characteristics of the kinds of individuals GE is trying to recruit?
- b) How do they find these individuals?
- c) What role is globalization playing in GE's recruiting?
2. Training and development
 - a) Identify various programs the company has for new recruits as well as for employees at various stages of their careers.
 - b) Comment on EMS reviews and Session C.
3. Tracking/Deployment
 - a) How does the company keep track of its talented employees?
4. Evaluation/Reward
 - a) Comment on "Nine Block" Summary, rewards for top performers, and the Vitality Curve.

ORGANIZATIONAL LEADER ANALYSIS (Individual Written Report) – due on September 22.

Analysis of Organizational Leader

Each student will study an actual leader in an organization. It will involve interviewing the leader and possibly, some of the employees. The interview could be through any medium of communication. Ideally, the person you study must be in a business organization. Some examples of leaders in business organizations that might be available for this project are managers in your own organization, CEOs of small businesses in the student's local area, general managers of local retail stores / hotels and middle managers of large companies. The report should be about 4-5 pages long (double-spaced) and include the following.

- 1) Student must identify the leadership styles and their relative effectiveness. Student must give examples (with the consent of the leader being interviewed). Student must apply the concepts from Daniel Goleman's article (Leadership That Gets Results) discussed in the first module of the course.
- 2) Student must identify the processes through which the leader dealt with goal-setting in the organization and how s/he worked toward achieving those goals. Student must apply the concepts from Gary Latham's article (The Motivational Benefits Of Goal-Setting) discussed in the first module of the course.
- 3) Student must recommend actions for enhancing the effectiveness of the leader in future scenarios. Student must apply the concepts and examples (wherever applicable) from the course materials.

Students are welcome to add any additional analysis. Since it is possible that more than one student might be interested in studying a particular leader, each student must get the name of the leader s/he plans to study approved by the instructor before starting any work. Two students cannot work on the same leader. **It is strongly recommended that the students start working on this assignment at least two weeks before the due date.**

Final Exam – due on October 7 (The exam will be given on October 3 and must be submitted by October 7).

* All the articles are available free of charge from the WVU Library website (EBSCO Host database). Web links have also been provided. Students will have to use their WVU Master ID and password to retrieve the full text.

+ All five Harvard Business School cases must be purchased together in the course-pack along with access to the Change Management simulation.