



THE GEORGE WASHINGTON UNIVERSITY

SCHOOL OF
BUSINESS

COURSE NUMBER: MBAD 261

COURSE TITLE: Organizations and Leadership

COURSE

DESCRIPTION: Organizations and Leadership provides an introduction to the organizations from a behavioral perspective. The course covers core leadership concepts at the individual, team and organizational level. The course requires students to understand and apply these concepts to examine their own leadership qualities in organizations through completion of self-assessments, engagement in experiential exercises, and participation in team projects.

PREREQUISITES: No prerequisites. This is a core course for MBA students.

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**LEARNING
OBJECTIVES:**

1. Students will *know course concepts*.
2. Students will develop the ability to *apply course concepts* in critical thinking and problem solving.
3. Students are prepared to *be life long learners*.
4. Students will develop basic *verbal and written communication skills*.
5. Students will develop *interpersonal and team skills*.
6. Students will develop their *capacity for ethical leadership*.

READINGS

& MATERIALS: Please complete the assigned readings or exercises for each section PRIOR to the Lecture. Supplementary required readings may be handed out periodically.

- Various articles as posted on Blackboard
- *Innovation Corrupted: The Rise and Fall of Enron (B)* (#9-905-049). Can be purchased from <http://www.hbsp.harvard.edu>.
- *Management Mistakes and Successes* (Paperback) 9th Edition; Wiley by Robert F. Hartley. ISBN-10: 978-0-470-08700-8.

EVALUATION & GRADING:

Every graduate level course has two objectives. One objective is developmental, designed to improve your knowledge, and the other is evaluative, designed to assess your performance in the course. The performance evaluation component of this course is designed to assess your strengths and abilities in a number of areas. Timely completion of assignments and active participation in class are a must.

This class will help you to engage in critical thinking about leadership and organizations. The final page of this syllabus, **Assessment of course participation and final presentation**, will provide you with a rubric for determining your final grade.

A combination of individual and group assignments will determine your performance:

Individual

Exam	40
Class participation	<u>20</u>
	60 points

Group

Organizational analysis presentation	40points
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Grade distribution

At the recommendation of the MBA Task Force, this course will rely on the following grade distribution. Not more than 20 % of the class will receive an A. 70 % will receive a B. 10 % will receive C. The grade distribution of the class will have an average between 3.2 and 3.4. The professor reserves the right to adjust this scale at any time.

Grading Scale

Final grades will be based on the following scale. The professor reserves the right to adjust this scale based on the final scores in the class.

100 – 94 points	A
93 – 90	A-
89 – 87	B +
86 – 83	B
82 – 80	B –
79 – 77	C +
76 – 73	C
72 – 70	C-
69 – 67	D+
66 – 63	D
62 – 60	D –

Less than 60 points please see Professor.

INDIVIDUAL ASSIGNMENTS

Exam

One multiple-choice exam will be given near the mid point of the semester. The exam includes all materials in the course including readings, lectures, handouts, video clips, as well as the class exercises. Exam will test basic knowledge of course concepts as well as their application. One hour of class time will be reserved on September 29 during class for the exam. It will consist of 20-30 multiple choice questions.

Class participation

Success of the class depends on your active involvement. Participation includes offering insightful observations, asking pointed questions, being prepared for discussions and exercises, assisting fellow class members and generally contributing to a positive learning climate. Points will be granted for quality of participation, not just participation. A rubric for determining quality of participation is included at the end of this syllabus.

A few guidelines for getting the most out of class participation include:

- Come to class prepared, having completed assignments and readings prior to class
- Participate actively in your teams and in class.
- Assist classmates in assignments (unless the assignment is designated 'individual effort' by the instructor).
- Share special interests, talents or ideas that you have in class and teams.

TEAM ASSIGNMENT

Each team will complete the assignments listed below. The team presentation will assess ability to apply the material in problem solving and critical thinking, and to communicate in a clear and concise way. Throughout the course, your team will present case studies that will be factored into the individual and group scores of the class.

The team assignments achieve four objectives.

- First, it provides actual exposure to teamwork and all its advantages and disadvantages.
- Second, it furnishes an opportunity to apply course concepts to a self-generated, complex situation.
- Third, it gives students a chance to develop their presentation skills, which are highly prized in organizations.
- Fourth, it demonstrates several lessons about competition and cooperation that are important components of human social organization.

Organizational analysis presentation

Teams will present a short presentation on an organizational problem or event. The presentation of the case should draw from the course concepts. Specifically, presentations should strive to show how course concepts help to better understand and explain the people, events, and organizations depicted in the case. Students *should* read ahead to find appropriate material. A detailed outline of expectations will be provided later in the semester. The grade will be determined based on the Assessment of course participation and final presentation, rubric provided at the end of this syllabus.

On Wednesday October 15th, during the communications class, each team will present a 10-minute with 2 minutes for Q and A (strictly enforced) summary of its organizational analysis. The professor will evaluate each presentation along with the communications professor. The presentation should be well rehearsed, polished, creative and professional. The students can use any means to communicate their message as possible.

COURSE POLICIES

Check the course *Blackboard* site for weekly updates on the class. The lecture slides for each week will be posted prior to each class. You may print out a copy of the slides and take them with you to the lecture sections.

You can also check your grades and monitor your progress in the course using *Blackboard*.

COORDINATION WITH OTHER COURSES

This course requires full participation in the MBA Institute, which will introduce many core concepts including learning, leadership and teams program.

**Leadership and Organizations
Topic and Reading Outline**

1. Introduction to Leadership Principles – Sept. 5

Goals

- Describe major approaches to leadership
- Apply through diagnosis of leadership styles

Topics covered

- Course overview, expectations, methods, class environment
- The leadership environment
- History of leadership studies
- Leadership versus management
- Contemporary leadership studies

Readings

- Argyris, *“Teaching Smart People how to Learn”*
- Hartely, Chpt. 15, *Hewlett-Packard*; Chpt. 8, *Snapple*

2. Leading through Emotional Intelligence – Sept. 8

Goals

- Describe dimensions of Emotional Intelligence
- Apply through describing individual EI strengths and weakness

Topics covered

- Emotional Intelligence
- Multiple intelligence theory

Readings

- Kramm et al *“The young and the clueless”*
- Goleman, *“What Makes a Leader?”*
- Hartely, Chpt. 2, *Tough Love*; Chpt. 13, *Vanguard*

3. Motivation and influence – Sept. 15

Goals

- Describe processes of motivation and influence

Topics covered

- Learning: Individual, team, organization
- Influence and motivation

Readings

- Tannen, *“The Power of talk”*
- Hartely, Chpt. 6, *Harley-Davidson*; Chpt. 19, *United Way*

4. Leading Teams – Sept. 22

Goals

- Describe 5 elements of effective teamwork
- Describe the common dysfunctional dynamics in teams
- Describe the role of leadership in teams

Topics covered

- Structural-functional characteristics - purpose, membership, processes, roles and context
- Team processes
- Stage of team development and task completion
- Dysfunctional team processes
- Implement team learning to improve your organization
- Conflict and power

Readings

- Edmondson et al, *“Too hot to handle: How to handle relationship conflict”*
- Druskat and Wolff, *“Emotional intelligence in teams”*
- Hartely, Chpt. 21, *MetLife*; Chpt. 14; *Kmart & Sears*.

5. Building Leadership Talent – Sept. 29

Goals

- Describe methods for attracting, developing and retaining talent
- Describe methods for learning and development of employees
- Describe the role of the leader in developing talent

Topics covered

- Coaching
- Employment branding
- Behavioral aspects of attraction, retention and development

Readings

- Butler and Waldroop “*The art of retaining your best people*”
- Fernandez-Araoz, “*Getting the right people at the top*”
- Hartely, Chpt. 17, *Southwest*; Chpt. 14; *DaimlerChrysler*.

6. Leading Change in Organizations – Oct. 6

Goals

- Describe the process of organizational change, design and culture
- Apply these concepts through organizational analysis

Topics covered

- Organizational design
- Forms and functions of the organization
- Organizational change
- Organizational culture
- Indoctrination and organizational entry

Readings

- Mintzberg, “*Organizational Forces and Forms*”
- Pascale, “*Hidden change agents*”
- Hartely, Chpt. 8, *Snapple*; Chpt. 18, *Herman Miller*.

7. Integrative case study – Oct. 13

- Integrative case study – Enron
- Each team is to prepare a brief summary of the case from the perspective of one topic covered in the course.

Readings

- Kayes, Stirling, Neilsen, “*Building Organizational Integrity*”

Assessment of course participation and final presentation

		B (acceptable level)			A (highest level)	
Attend class regularly	Clearly describes problem or situation and its history	Address importance of topic	Practical implications of recommendations are clear	Relationship between data and theory is clear	Student uses multiple forms of data to make case	
	Describes of organization, group or situation	States opinions clearly and concise	Focused with little digression	Provides realistic recommendations for improvement or change	Comments integrate counter-intuitive claims that challenge conventional wisdom on leadership	
	State position clearly	Challenges other in the class to improve thinking	Analysis includes a description of theory, articles or concepts from class that inspired investigation	Focus on strengths and weakness of subject analyzed	Readings, methods, or other information from outside course supplement comments	
		Helps team members to be more successful	Helps create an environment of trust and encourages others to participate	Relevant and interesting examples	Display critical thinking in the following areas: <ul style="list-style-type: none"> • Distinguish between verifiable facts and value claims • Distinguish relevant from irrelevant information • Determining the factual accuracy of statement • Determining the credibility of sources • Identify unstated assumptions • Biases are clearly stated • Recognizing logical inconsistencies in the line of reasoning • Presenting with strength of argument 	
				Visual aids, graphs and images	Use of creative metaphors and images	
				Demonstrates understanding of three levels of analysis	Student avoids generalizations, platitudes and cliché	