

UMKC-The Bloch School

MGT 355: ORGANIZATIONAL EFFECTIVENESS AND LEADERSHIP

Fall Semester 2011

Instructor:	Doranne M. Hudson, MBA Executive-in-Residence, Instructor http://www.bloch.umkc.edu/faculty-staff/faculty-directory/hudson/index.aspx
Class Location:	Bloch School, Room 4
Class Time:	Mondays and Wednesdays from 11:00a-12:15p
Office Location:	Bloch School, Room 335
Telephone:	816-235-2730
Course Website:	https://Blackboard.umkc.edu Make sure to check at least twice a week!
E-mail:	HUDSONDM@UMKC.EDU
Office Hours:	My office hours are Mondays from 12:30-2:00pm, and I am happy to schedule office or phone conversations with students at other times. Also, feel free to call or email me at any time and I will try to get back to you within 24 hours.

COURSE OVERVIEW AND OBJECTIVES

The objectives of this course are: 1) to provide you with a broad and balanced view of effective leadership practices within organizations; 2) to help you apply organization and leadership concepts and learning to real-world situations; 3) to encourage you to think critically think about your own leadership strengths and development needs.

You will be introduced to both *theories and models* that help explain effective leadership in organizations as well as *practices* of successful leadership. Examples of topics covered include: cultural, structural, and political aspects of organizations; characteristics and behaviors of leaders; leading and influencing “up and across”; managing change; and leader ethical and social responsibility.

As we explore these topics, you will sharpen you analytic skills with case studies of leaders which you will prepare and discuss in class. Organizational and leadership theories will be further grounded in real world applications through the instructor’s extensive corporate experiences as well as through guest speakers. Finally, self-reflection exercises will help you begin to develop the self awareness and insight needed to be an effective leader. ***The course has rigorous expectations in reading, case analysis, and attendance and participation.***

At the end of the course, you should be able to:

1. Explain why organizations have structures and hierarchies and describe various integration mechanisms for getting work done.
2. Define organizational culture and describe how culture influences individual and group behavior as well as organizational procedures and practices. Compare and contrast different types of organizational cultures and reflect upon your own desires and “fit.”
3. Explain why power dynamics and politics exist in organizations, analyze sources of power, and differentiate ethical influence tactics.

4. Describe basic human resource policies and practices, such as talent selection and development, and explain how these support the organization's business strategies.
5. Identify the dimensions of external context and key stakeholders, and describe the role of customers and end users in shaping perspectives and actions.
6. Describe the key attributes and behaviors of effective leaders, and compare and contrast different styles of leaders, relating these to situational factors.
7. Analyze the tactics leaders use to build influence, and differentiate between ethical and unethical tactics.
8. Explain the key dimensions of effectively managing "up and across," and apply these influence models to your own work experiences with bosses and with teams.
9. Explain how you can "hit the ground running" in a new position, how performance is assessed, and how competencies are identified for growth and promotion.
10. Differentiate "strategic communication" from communication and distinguish the benefits and pitfalls of various media for influencing others.
11. Describe models of organizational change in response to external opportunities and needs, and the impact of the leader. Discuss various ways you can manage and lead change.
12. Discuss the role (and impact) of leaders in setting the tone and developing specific mechanisms to reinforce ethical behavior; explain your own accountabilities in building trust and integrity throughout your career.
13. Describe the broader role of the organization – how it affects the community and society— and discuss approaches good leaders take to corporate citizenship.
14. Present your analysis and plans in a clear, concise, and compelling way.
15. Reflect upon and assess your own leadership attributes, motives, values, strengths and development areas, and discuss the implications for your career planning.

My teaching goal, throughout the course, is simple: ***to engage and excite you about the theory and practice of leadership.***

COURSE MATERIALS

1. Kinicki, Angelo and Brian William. Management: A Practical Introduction, 4th edition. McGraw-Hill Irwin, 2008 or 2009. **ISBN-13: [9780073381480](https://www.mhhe.com/9780073381480)**. You should already have this from MGT330, but if you sold it, you can buy a new copy for less than \$50 (or like new for less than \$20) from e-sites like Half.com. Even with shipping, this is much less than retail/bookstore. You may also use the 5th edition (2010), but please let me know so I can adjust assigned pages.
2. A custom course book containing cases and articles must be purchased from Harvard Business School Publishing for about \$40 (credit or debit cards accepted) and then downloaded and printed. The link is as follows: <http://cb.hbsp.harvard.edu/cb/access/9625408> All students are expected to purchase and print these materials.

COURSE REQUIREMENTS

1. EXAMINATIONS (40%)

Two examinations will cover the text, lecture material, class discussion (including case discussions), and guest speaker presentations. The exams will be closed-book and have a mix of short answer and essay questions; one or more of the essay questions will relate to a case study. The second exam, held during final exam week, will be comprehensive and 2 hours in length.

2. CLASS PREPARATION AND PARTICIPATION (30%)

Class Preparation and Attendance (175)

This course requires consistent preparation and attendance. In addition to attending class, you are expected to prepare for class via reading, case analysis, study questions, and other assignments related to leadership practices. I will provide at least 12 opportunities over the term for you to demonstrate your preparation through 1) random quizzes on study questions; or 2) other written assignments.

Class Participation (150)

Engagement and active participation is assumed of leaders and is required in this class, regardless of your work experience, personality, or style. The diversity of experiences and styles that class members bring to class discussions enriches the learning experience for everyone. You are expected to participate -- with quantity and quality -- in discussion of readings, cases, and leadership practices, as well as team activities.

3. EFFECTIVE LEADER CASE PROJECT (15%)

This project includes an in-depth case study of a leader of your choice and an 8- minute presentation to be delivered either during a class period or during one of 3 outside-of-class periods. Key steps are as follows:

- Identify a current, prominent leader, approved by Prof. Hudson by 9-15-11 (see appendix for details).
- Research this leader by reading at least 6 articles from reputable sources (e.g. Wall St. Journal, Fortune, Forbes, a scholarly journal, a company's Annual Report). Alternatively, you may read a book (although not an autobiography) + 2 articles
- Analyze the leader's context, traits, styles, values, and results. What makes this leader effective? What can you learn from him/her?
- Prepare and deliver an 8-minute presentation using Power point. See appendix for details and evaluation criteria.

4. SELF-REFLECTION PAPER (15%)

This paper involves applying the class learning to **you** as a potential leader, including analyzing your leadership traits and behaviors with data-gathering from people who know you. Several questions are provided for the 4 page single-spaced (or 8 double-spaced) paper. See appendix for details and evaluation criteria.

EVALUATION/GRADING

Your course grade will be based on:

▪ 2 Examinations		0-400 points
	#1	0-150
	#2	0-250
▪ Class preparation and attendance		0-175 points
▪ Class participation		0-125 points
▪ Effective Leader case project		0-150 points
▪ Self-reflection paper		0-150 points
TOTAL		0-1000 points

Final grades will be determined as follows:

A	=	940-1000
A-	=	900-939
B+	=	870-899
B	=	840-869
B-	=	800-839
C+	=	770-799
C	=	740-769
C-	=	700-739
D	=	650-699
F	=	649 and below

NOTE: I don't give standard letter grades on quizzes or class assignments (although I do on papers). Instead, my symbols tie to ratings you may see in a business performance review:

-	Unsatisfactory	roughly equates to F
✓ -	Below expectations	C+
✓	Meets expectations	B
✓ +	Exceeds expectations	B+/A-
+	Far Exceeds expectations	A+

I encourage you to ask me anytime (especially at mid-term) for a progress report on your class preparation, attendance, and participation.

I have high expectations for Bloch students and many consider me a tough grader. I do not use a pre-determined curve nor do I share class grade averages or distribution. My focus is on your individual mastery, not your performance relative to your peers.

I will post exam and paper points on Blackboard as soon as they are returned to you and I would be happy to provide you with an update where you are in preparation, attendance, and participation at any time during the term. Final grades will be posted on blackboard. I cannot give grades by email due to UMKC privacy policy.

ATTENDANCE AND OTHER EXPECTATIONS

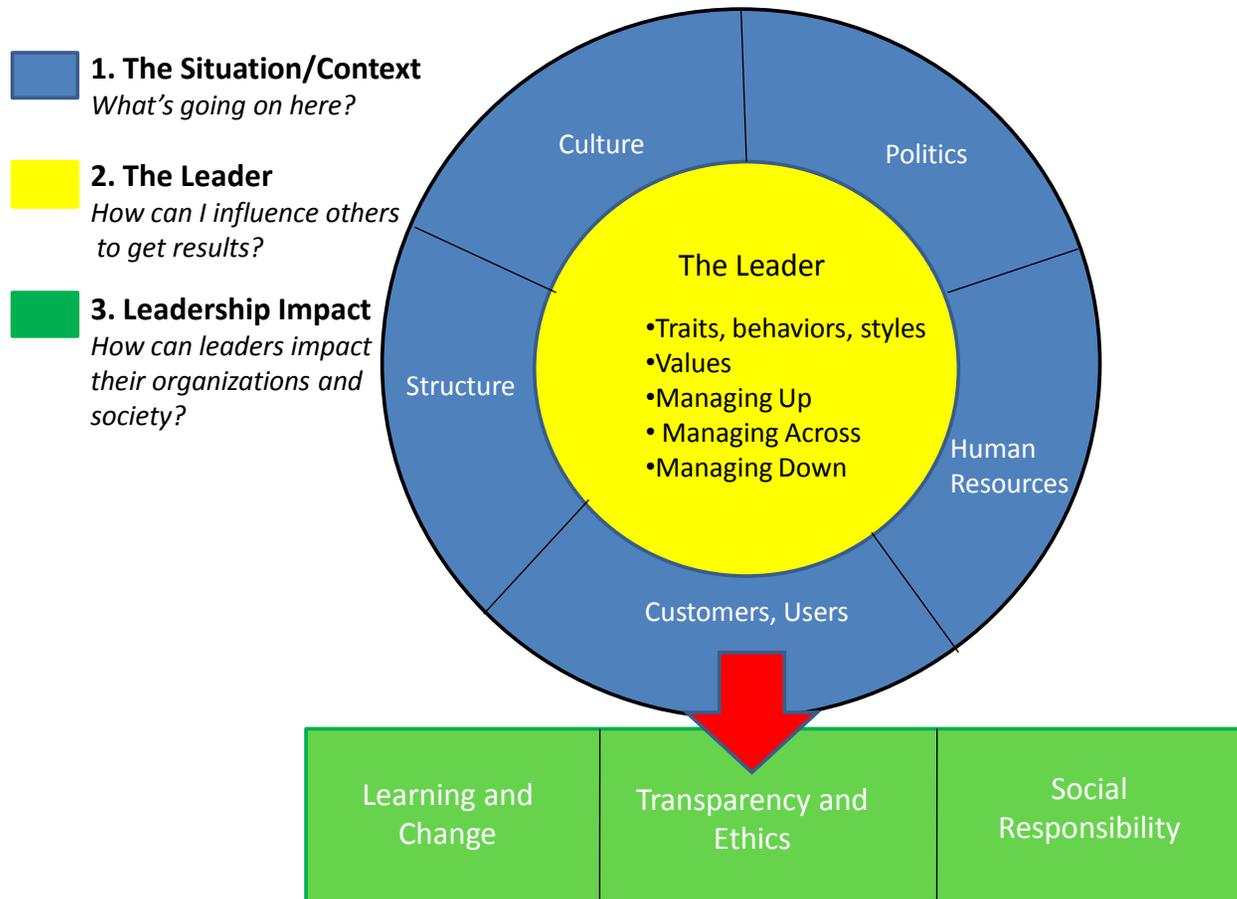
My expectations of students reflect standard business practice, i.e. what is expected of you in the business world. Our class will be conducted like a business meeting:

1. Daily attendance and arrival by class time is expected. We start right at 11:00 and quizzes are given in the first 5-10 minutes of class. If you will not be in class, you should let me know by voicemail or email.
2. There are assignments/expectations for every class session and these will average 1.5-2 hours. ***These may change through the semester and the most up-to-date information is on Blackboard.*** Assignment materials will be posted on Blackboard under Course Content. If you are not clear about any assignment or evaluation criteria, please ask; I will be happy to clarify.
3. Classes are highly interactive and technology in this setting is distracting. During class, students should be respectful of each other and me by turning off cell phones, i-pods, i-pads, PDA's, and laptops, not having sidebar discussions, and neither sending nor receiving calls or text messages.
4. There is a "no tolerance policy" with regard to insensitive and disrespectful comments made to others in the class.
5. You should take notes on all lecture material, case discussions, and guest lecturers. Power point slides will not be disseminated.
6. Written assignments are to be turned in as hard copies, ***typed***, well-edited, and on-time. Late papers will not be accepted except in unusual cases and when the situation has been discussed in advance of the due date; if accepted, the late paper will carry a 10% penalty. If you have writing challenges, the Communications Center is happy to provide support.
7. Exams will begin on time. Anyone late to an exam will be penalized 10% for every 5 minutes late. Exam make-up will be allowed only in emergency situations, and will carry a 10% point penalty.
8. No student will be admitted to class after the 2nd class session (August 24th).
9. Integrity is essential to leadership. Anyone giving or receiving unauthorized aid on examinations or written assignments (definitions below) will, at a minimum, receive an immediate F and I will report the violation of UMKC policy:
 - a. The term **cheating** includes but is not limited to:
 - (i) use of any unauthorized assistance in taking quizzes, tests, or examinations;
 - (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or
 - (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.
 - b. The term **plagiarism** includes, but is not limited to:
 - (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference;
 - (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or
 - (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

Students with any kind of disability should contact the Office of Student Services for Student Disabilities to make any special arrangements for this class.

COURSE STRUCTURE

This course is divided into three Modules:



MGT 355 Fall 2011

Schedule of Class Sessions, Topics, and Assignment for class (As of 8-16-11)

See Blackboard Announcements for updates and study questions

8/22	Introduction and Course Expectations	Read Syllabus
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Module 1: ORGANIZATIONAL CONTEXT: “What’s going on here?”

8/24	Views of Organizations	Read “What Leaders Really Do” (HCP= Harvard Course Pack) Review Kinicki sections 2.1, 2.2; read 2.3 through 2.8
8/29	Case Discussion Day #1: Dawn Stokes	Read and prepare Dawn Stokes case (HCP)
8/31	Structure in Organizations	Read Kinicki 8.3 through 8.6
9/5	Labor Day: HOLIDAY	Enjoy!
9/7	Culture in Organization + mini-case: Vineet Nayar	Read K 8.1, 8.2; read and prepare “A Maverick CEO” (BB= Blackboard)
9/12	Politics in Organizations + mini-case: Elizabeth Parker	Read and prepare Elizabeth Parker case (HCP)
9/14	Human Resources in Organizations: Selection, Development, Rewards	Read Kinicki 9.1 through 9.4
9/19	Guest Speaker: Human Resource Management Ms. Robin Sterneck	Read Kinicki 9.5 through 9.7 Prepare and type 3-4 good questions for speaker
9/21	Case Discussion Day #2: Thomas Green	Read and prepare Thomas Green (HCP)

Module 2: LEADER EFFECTIVENESS: “How can I influence others to get results?”

9/26	Leader Traits, Behaviors, and Styles	Read Kinicki 436-437, 14.2 through 14.4 (through 449)
9/28	Leading Yourself: Personal Values and Discipline + mini-case: David Neeleman	Read David Neeleman (Jet Blue) article (BB) Read “Principled Leadership” pp. 1-6 (BB)
10/3	Case Discussion Day #3: Coach K	Read Kouzes and Posner handout (BB). Read and prepare Coach K (HCP)
10/5	Influencing and Leading Others: Foundations	Type and submit Values Credo Read “What makes a Leader? (HCP)

(Continued) Module 2: LEADER EFFECTIVENESS: “How can I influence others to get results?”

10/10	Mid-term Examination	Study first half material and read case
10/12	Influence through Communication	Type and submit 2 examples: 1 effective, 1 ineffective – Why?
10/17	Managing Up; Exam debrief	Read “Managing Your Boss” (HCP)
10/19	Managing Up + mini-case: Overhead Reduction Task Force	Read and prepare Overhead Reduction Task Force (BB)
10/24	Guest Speaker: Influencing and Leading TBD	Prepare and type 3-4 good questions
10/26	Leader projects #1-7*	Attend and give feedback
10/31	Managing Across: Case discussion Day #4: Garden Depot	Read and prepare Garden Depot (HCP)
11/2	Managing Down: Coaching and Mentoring	Read “Active Listening” and “Feedback” (BB)
11/7	Leader projects #8-14*	Attend and give feedback

Additional Leader projects: Nov. 4 (10:30-12:30), Nov. 7 (6:30-8:00), or Nov. 11 (2:30-4:30)

Module 3: LEADERSHIP IMPACT: “How can leaders impact their organizations and society?”

11/9	Extreme Impact: Ernest Shackleton Case (DVD)	Read “Level 5 Leadership” HCP)
11/14	Long-term Impact: Transformational Leadership	Read Kinicki 14.5, 14.6 + handout (BB)
11/16	Case Discussion Day #5: Andrea Jung at Avon	Read, prepare Andrea Jung (HCP)
11/21+	Thanksgiving: Holiday	Eat Turkey!
11/28	Leader Transparency and Ethics	Read Kinicki 3.3 + Principled Leadership pp.7-10 (BB)
11/30	Guest Speaker: Leadership Impact Dr. Steve Bellis	Prepare and type 3-4 good questions
12/5	Social Role of Business + Burt’s Bees (DVD)	Read Kinicki 3.4 Type and submit your examples of CSR
12/7	Career Growth and Management; wrap-up	Self-reflection paper DUE
TBD	Final Examination	Study semester materials and read/prepare case

APPENDIX: SYLLABUS DETAIL

Effective Leader Case Project

This project includes an in-depth case study of a leader of your choice and an 8-minute presentation to be delivered either during a class period or during one of 3 outside-of-class periods. Key steps are as follows:

1. Select a current, prominent leader, to be approved by Prof. Hudson by 9-15-11. This leader cannot be one of the leaders in the syllabus cases nor can it be a government leader or Steve Jobs. A list of suggested leaders will be distributed in class.
2. Research this leader by reading at least 5 articles from reputable sources (e.g. Wall St. Journal, Fortune, Forbes, a scholarly journal, company's Annual Report). Alternatively, you may read a book (not an autobiography) + 2 articles.
3. Analyze the leader's context, traits, styles, values, and results. What makes this leader effective? What can we learn from him/her?
4. Prepare and deliver a presentation :
 - Based on your reading and case analysis, create a Power Point presentation with:
 - Title slide
 - Introduction Slide (method, sources, why you chose this leader)
 - 7-9 Slides with summary points and support of your analysis
 - Concluding slide with provocative question
 - No more than 12 slides, with no more than 25 words/slide
 - Prepare note cards with your oral detail. These should tie specifically to the slides you are showing
 - Submit to me a handout print of slides on the day of your presentation, along with a bibliography.
 - The presentation will be limited to 8 minutes, so be sure to rehearse several times.
5. 0-150 points will be awarded, based on the following evaluation criteria:
 - Content (70%)
 - Analysis/synthesis of material
 - Source credibility and citation
 - Insight
 - Organization
 - Visual Support and Precision
 - Delivery (30%)
 - Professional appearance
 - Eye contact and audience engagement
 - Voice quality, control, and pacing
6. Students will choose one of the following outside-of-class time periods to deliver their presentation: Nov. 4 (10:30a-12:30), Nov. 7 (6:30p-8:00), or Nov. 11 (2:30p-4:30). Fourteen

students will be selected by lottery to present during class October 26th or November 7th. All students presenting outside of class will be given a pass to miss a class of their choice.

Self-Reflection Paper

This paper involves applying the class learning to YOU as a potential leader, including analyzing your leadership characteristics and behaviors with input from people who know you. Your paper must be typed and well-edited, and at least 4 pages (single-spaced) or 8 pages (double-spaced) in length. Clear organization and headings are important.

0-150 points will be awarded, based on the following evaluation criteria:

- | | |
|--|------|
| ▪ Data collection: Variety and thoroughness | 0-35 |
| ▪ Personal insights: Objectivity, honesty, and depth | 0-50 |
| ▪ Incorporation of class material | 0-35 |
| ▪ Communication: Clarity, precision, and logic flow | 0-30 |

The process for the data collection, analysis, and writing is as follows:

1. Collect Data

- Review the results of your 16PF (taken in MGT 330) and your follow-up worksheet/paper; OR complete at least 5 of the listed self-assessment quizzes in Kinicki (*see next page)
- Structure and conduct interviews with four trusted friends or work associates; these should be people who know you and who will be honest with you. The 4 should be from different settings and no more than one should be a family member. Ask each person
 1. *Which 3-4 leadership traits and characteristics (from the list on the last page) have I most frequently demonstrated in the past year? Ask them to provide examples.*
 2. *Which two characteristics do you feel I could “dial up” to increase my effectiveness as a leader?*

2. Interpret and Reflect

- Think about the class material on leadership that we have discussed this term, including cases, and think about how the learning could apply to YOU.
- Think about your results from the data collection in part 1. What are the themes you heard across the interviews? What did you hear that is surprising? What is consistent with what you expected?
- Think about the personal values that are important to you.

3. Write Paper

Write a well-organized, structured (with headings) as follows:

Section 1: Overview

Should include purpose and the process you followed (e.g. to whom you talked, self-assessment material used, etc).

Section 2: Data Results

Should identify and discuss the “themes” that came out of your interviews and self-assessment materials, including leadership characteristics (both strengths and areas for development). Use examples and evidence to support the themes.

Section 3: Analysis and Insights

Should address the following questions:

- What findings from Section 2 were consistent with your prior self-perception? What were surprising to you? How do these findings tie with the material we have studied?
- Beyond the findings in questions 1 and 2, what are three or four things you have learned *about yourself and your leadership development*, which you did not know or realize when you began this class?
- In a few sentences, what are your core leadership values that you don’t expect will change over time?

Section 4: Implications

Should address the following questions:

- What does the personal learning in sections 2 and 3 imply about the types of organizations that “fit” best with you?
- How do you intend to apply the personal learning in the workplace over the next 1-2 years?

Appendix

List the names/pages of the self- assessment quizzes as well as a description of your interviewees (how do you know them??)

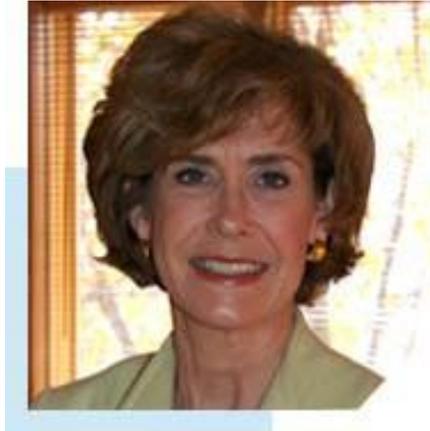
*Kinicki Self-Assessment Quizzes

<u>3rd Edition, page:</u>	<u>4th Edition, page:</u>
66	66
242	235
347	334
377	365
411	401
481	465
554	538

LEADER TRAITS AND CHARACTERISTICS

Positive spirit	Enthusiasm
Trustworthiness	Assertiveness
Emotional stability	Warmth
Flexibility/adaptability	Humility
High tolerance for frustration	Tenacity
Internal locus of control	Passion, work ethic
Courage/risk-taking	Sense of Humor
Resilience	Drive, results-focus

Doranne Hudson



Doranne Hudson is an Executive-in- Residence at The Bloch School at UMKC. She teaches undergraduate, MBA, and executive MBA courses in Leadership, as well as non-degree executive education courses and workshops to a wide variety of businesses and organizations, including Sprint, H&R Block, Fleishman-Hillard, and Hallmark. Her research and teaching interests include organizational influence and political agility, leader self-awareness and development, networks and social capital, leading change, and leader values. As a full-time Bloch faculty member, she is also active in curriculum development, strategic planning, and faculty selection. In 2010 and 2011 she was named Distinguished Professor of the Year by Bloch's graduating students.

Hudson's corporate experience includes 23 years of marketing and general management at The Gillette Company and at Hallmark Cards, where she was senior vice-president. In addition to brand management and new product development, she had major line and P&L responsibilities; among these were leading Hallmark's 5000-store Gold Crown retail division (\$1B in sales) and overseeing four of Hallmark's subsidiary companies. Hudson was named a Hallmark corporate officer in 1995, and she served on the corporate executive council, the North America management team, and the Hallmark U. K. board of directors before retiring in 2001.

Hudson received a BA in psychology from Duke University, *summa cum laude*, and an MBA from Harvard University. She currently serves on the executive committee of the UMKC Board of Trustees and is chair of the board of directors for Central Exchange, an 800-member organization. She also serves on the boards of Kansas City Public Television, and Midwest Research Institute. In 2008 she was named one of Kansas City's Most Influential Women by KC Business Magazine.

She has been married for 35 years to Randall Hudson, a cardiac anesthesiologist, and they have one adult and one teenage daughter. Her favorite activities outside the classroom are hiking, skiing, travelling, and music.