George Mason University | School of Management

TECM 610 Communications and Leadership
Spring 2011 Syllabus
Dr. Catherine Cramton

Class meets: Saturdays at the Mason Inn

Instructor: Catherine D. Cramton, Ph.D.

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Blackboard: https://courses.gmu.edu/

COURSE DESCRIPTION

This course examines the critical roles and functions of leadership, including providing direction, the use of power and influence, coaching and evaluating performance, aligning an organization's systems, and creating a culture for effectiveness. It also focuses on strategies for developing oneself as an effective leader.

COURSE LEARNING OBJECTIVES

- ❖ Identify critical competencies for executive leadership
- ❖ Identify ways to further develop your own leadership potential
- ❖ Identify the key roles involved in taking charge of an organization
- ❖ Explain how to build and use a leadership network
- ❖ Understand different ways to motivate and influence people
- ❖ Understand the key components of effective performance evaluation
- ❖ Explain the alignment between organizational vision, strategy, structure, culture, hiring and reward systems, executive leadership roles and responsibilities
- ❖ Explain how organizations select leadership talent and maintain a leadership pipeline

READING MATERIALS

Links to readings and cases will be emailed to you by Janet Palmisano.

CLASS FORMAT

This course will be interactive and discussion-based, incorporating multi-media analysis of leadership cases and opportunities for self-assessment and the setting of personal leadership development goals and plans.

COURSE DELIVERABLES AND EVALUATION

Evaluation in this course is based on three performance components.

DELIVERABLE 1: LEADERSHIP CASE WRITE-UPS (30% OF COURSE GRADE; TEAM DELIVERABLES EXCEPT FOR MAPPING EXERCISE)

- Study teams will be responsible for turning in five four-page write-ups that address assigned questions, due at the beginning of the class when that case will be discussed. In addition, there is one individual assignment – a "network analysis" that is to be completed by each student in the class and turned in. Each of these six assignments is worth 5% of your grade, totaling 30%.

DELIVERABLE 2: PARTICIPATION IN CASE AND CLASS DISCUSSIONS (35% OF COURSE GRADE, INDIVIDUAL)

- Because the course emphasizes a case-based discussion format, a high level of student engagement is critical to success. Your evaluation in the course, therefore, will be heavily weighted on your individual contributions to the case discussions. Quality contributions are those that bring up unique and relevant case information, link corresponding course materials (e.g., readings, lectures) with case discussion, and transition discussion appropriately. I record notes on participation after every class session.

DELIVERABLE 3: LEADERSHIP PERSONAL APPLICATION ASSIGNMENT (35% OF COURSE GRADE, INDIVIDUAL ASSIGNMENT)

- A central part of the course is helping you assess and improve your leadership skills by applying the theories, examples, techniques and tools presented in the course. You will demonstrate your progress through the Leadership Personal Application Assignment. You will have the opportunity to distribute a Leadership Assessment instrument to your bosses, peers, team members and direct reports, in order to use the feedback to analyze your strengths and weaknesses and articulate developmental plans. Alternatively, you may select a leadership-related challenge in your personal experience and analyze that, articulating action steps for the future. Be sure to read carefully the instructions for this deliverable and the grading sheet, which are posted in Blackboard. You will also find there sample PAAs. Your PAA is due in class on April 30.

GRADING STANDARDS

A solid job on the case write-ups and the Personal Application Assignment will be evaluated as a B+. To earn an A, performance must go beyond "meets expectations" to "deserving of honor."

The case write-ups, the personal network assignment, and the Personal Application Assignment are due at the **beginning** of class on the due date specified. Late projects will incur a penalty of 10% per 24 hour period following the due date. Missing deliverables will receive a grade of zero. Please bring hard copies of the deliverables to me. Please do not fax them or send them via e-mail.

Course grades will depend on the total points you earn on the assignments described above; no extra credit will be available. The percentage cutoffs are shown below.

Grade	% of Points
A+	98-100
A	93-97.99
A-	90-92.99
B+	88-89.99
B	83-87.99
B-	80-82.99
C	70-79.99
F	0-70

ACADEMIC INTEGRITY

Students are expected to follow the University's honor code. Please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. You are free to confer with other people when working on your projects, but the final decisions about your projects and the writing should be your own for individual projects, and yours or your group members for group projects. Drafts and work submitted by one group member to other group members will be considered 'official' submissions" and can thus be sent to the Honor Committee by a student, a professor, or the Program Director.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Additional specific guidance has been developed for students in Mason's Technology Management and Executive MBA programs. Please read carefully this information, which appears on the last page of this syllabus.

OTHER

Blackboard: All materials needed for this class are available in the class Blackboard site.

E-mail: Students must use their MasonLIVE email account to receive important University information, including messages from me related to this class. See http://masonlive.gmu.edu for more information. Thus, please be sure you check your gmu email account or have it forwarded to whatever e-mail account you normally use. You are fully responsible for taking the steps listed above, for checking your e-mail regularly, and for any information communicated to the class via e-mail. You should always feel free to communicate with me via e-mail.

Disability: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. Please take care of this during the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Inclement weather: Follow the university position for weather-related cancellation. 703-993-1000 or check www.gmu.edu.

Late arrivals, Cell phones & beepers: Please be respectful to others and be on time to class. Also, cell phone and beepers are distracting. Please turn off all audible signals before class.

University policies: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Other resources:
- Writing Center, A114 Robinson Hall, 993-1200; http://writingcenter.gmu.edu
- University "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
- Counseling and psychological services, 993-2380, http://caps.gmu.edu

Class Schedule
(See Weekly Reading List on the next page)

Date	Class Topic	Due
March 26 8 a.m. to noon.	Leadership Vs. Management Leadership Styles Power and Influence	Read Cases #1 and #2 before class. Make informal notes on the questions listed below. **No write-up due**
April 2 8 am to noon	Developing and Using Leadership Networks	Case #3 and #4 write-up (one assignment for both cases) Network Exercise Due
April 9 8 am to noon	Becoming the Boss: Learning to Take Charge	Case #5 (no write-up) Case #6 write-up
April 16 1 p.m. to 5 p.m.	Performance Evaluation and Leadership Development	Case #7 write-up Prepare developmental feedback for your team members
April 23 1 p.m. to 5 p.m.	Values-based Leadership	Case #8 write-up
April 30 1 p.m. to 5 p.m.	Leadership and Change Management	Case #9 write-up Leadership Personal Application Assignment due

Study Questions for March 26:

1. Compare and contrast Coach K and Coach Knight. How are they different? How are they similar?
    a. Describe Coach K's leadership style. What are his basic assumptions about motivation, leading, and human nature?
    b. Describe Coach Knight's leadership style. What are his basic assumptions about motivation, leading, and human nature?
2. Who is more effective? Why? Under what circumstances would you hire Coach K? Coach Knight?
3. Think of a time when someone else (manager, coach, teacher, parent) motivated you to perform at your best. Why were they effective? (Bring your informal notes on this to class to discuss with your colleagues.)
4. Think of a time when you motivated others to perform at their best. Why were you effective? (Bring your informal notes on this to class to discuss with your colleagues.
5. What are your basic assumptions about motivation, leading, and human nature?

March 26: Leadership Styles
- Case #1: Coach Knight: The will to win (2006 HBS Product No. 406-043)
- Case #2: Coach K: A Matter of the heart (2005 HBS Product No. 406-044)
- Spreier, S. W., Fontaine, M. H., & Malloy, R. (2006). Leadership run amok: The destructive potential of overachievers. HBS Product No. R0606D.
- Goleman, D. (2000). Leadership that gets results. HBS Product No. R000204.

April 2: The Power of Leadership Networks
- Case #3: Heidi Roizen (2000 HBS Product No. 9-800-228)
- Case #4: Katharine Graham (2001 HBS Product No. 9-801-276).
- Individual assignment: Mapping your network (2009 HBS Product No. 9-409-129)
- Ibarra, H., & Hunter, M. (2007). How leaders create and use networks. HBR Product No. R0701C.
- Uzzi, B.,& Dunlap, S. (2005). How to build your network. HBR Product No. R0512B.
- Anand, N. & Conger, J.A. (2007). Capabilities of the consummate networker. *Organizational Dynamics, 36*, 13-27.

April 9: Becoming the Boss – Learning to Take Charge
- Case #5: Who's in Charge? The Jim Davis Case (2004 HBS-Babson No. BAB086)
- Case #6: Iggy's Bread of the World (2001 HBS Product No. 9-801-282).
- Hill, L. (2007). Becoming the boss. HBR Product No. R0701D
- Hill, L. (1994). Exercising influence. HBR Product No. 9-494-080.

April 16: Performance Evaluation and Leadership Development
- Case #7: Rob Parson at Morgan Stanley (A), (1998 HBS Product 9-498-054)
- The firmwide 360 degree performance evaluation process at Morgan Stanley (1998 HBS Product 9-498-053)
- Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Executive, 19*(2), 120-134.
- Conger, J. A., & Fulmer, R. M. (2003). Developing your leadership pipeline. HBR Product No. R0312F

April 23: Values-Based Leadership
- Case #8: Sapient Corporation (2005 HBS Product 9-406-058)
- Chatman, J. A., & Cha, S. E. (2003). Leading by leveraging culture. *California Management Review [CMR-260]*.
- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. HBR Product No. R0702H.
- GE's talent machine: The making of a CEO (2006 HBS Product 9-304-049)

April 30: Leadership and Change Management
- Case #9: Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center (2002 HBR Product No. 9303-008).
- MultiMedia DVD for Paul Levy Case: 9-303-058

Executive Programs (EMBA & TECM)
Academic Dishonesty and Student Expectations Policy

Group Projects vs Individual Work
1. Students may discuss assignments with fellow classmates. Feel free to bounce ideas off each other and brainstorm possible solutions.
2. Students must submit their own original work.
3. Plagiarism is considered cheating, and such actions will not be tolerated. Plagiarism is defined as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Plagiarizing the work of classmates, former accounting students, internet authors, websites, etc. constitutes cheating.
4. Brainstorming and collaboration becomes cheating when students execute individual assignments together. Another example of cheating can occur towards the end of an assignment. A student who changes an assignment to largely conform to the answers/style/format of another person is cheating.
5. Using answer keys, students' work from prior semesters, etc. constitutes cheating.

Quizzes and Tests
1. Using any unauthorized information on quizzes and tests is obviously cheating (i.e., looking at another student's answers, using notes, storing information in a calculator or cell phone, communicating with other test takers, etc.).
2. Obtaining possible test questions through a test bank constitutes cheating.

Other Policies
1. Helping another student cheat constitutes cheating for all students involved.
2. Students who are aware of cheating but fail to report it are in violation of the Honor Code and will be referred to the GMU Administration. These students can expect to receive the same sanctions as the students who cheat.
3. Students caught cheating or engaging in other forms of academic dishonesty will receive the consequences as described in the syllabus.

Final Warning and Overall Summary
It is impossible to document all possible methods of cheating. The policies above are guidelines to help clarify expectations, but they do not include an exhaustive list of cheating activities. The onus is on each student to complete all course requirements in an honest manner, and any questions about acceptable academic behavior must be addressed to your professor. Thus, ignorance is never an excuse for engaging in academic dishonesty.