



School of Management

**MGMT 462: SENIOR HONORS SEMINAR
LEADERSHIP IN LIFE STORIES
SPRING 2006 SYLLABUS**

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| Professor: | Catherine Durnell Cramton, Ph.D. |
| Class Meeting Time: | Mondays, 1:30-4:15 p.m. |
| Class Location: | Robinson B111 |
| Office: | Enterprise 219 |
| Course Website: | Web CT |
| Office Phone: | (703) 993-1814 |
| Office Hours | TBA |
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| Home Office: | (301) 229-6740 (9 to 5 Mon-Fri after you have tried my office) |
| Fax: | Arrange in advance by telephone or e-mail. |

Course Focus and Objectives:

The Management Senior Honors Seminar is intended to give accomplished students who are majoring in Management a seminar-style learning experience, working closely with a professor in a small group to read, discuss, and analyze material relevant to the discipline and practice of Management.

This year's topic, Leadership in Life Stories, offers you the opportunity to examine leadership motivations and behaviors in the context and complexity of lives and their times. Our honors seminar group will read, analyze and discuss the life stories, leadership practices, and contexts of a diverse group of well-known business and societal leaders—women and men; North Americans, Europeans and Asians; and contemporary and historical figures. We also will explore the dynamics of partnership and the leader-follower relationship.

We analyze these behaviors and forces inductively—by reading biographies and autobiographies and making sense of them in our own terms—and by gradually incorporating theoretical materials that suggest possible interpretations. In addition to the content focus of the course—leaders and their life stories—you will be challenged to sharpen your skills for weighing the value of different authors' points of view. For example, we will compare autobiography with biography, and compare the accounts of different biographers, taking into account their social vantage points.

You are encouraged to understand leaders as imperfect human beings, who may simultaneously possess keen insights, troubling blind spots, notable competencies, and problematic limitations. Furthermore, you will be asked to articulate what you as a future leader and follower can learn from each of the individuals studied.

Format:

The course is organized in a seminar format, meaning that it emphasizes independent reading and analysis of materials, followed by small group discussion and integration of insights, facilitated by the professor. This is not a lecture course. However, we will have several guest speakers who will talk about their areas of expertise relevant to the topic at hand. Because of the small group seminar format, it is **absolutely essential** that you do the assigned readings in advance of each class and collect your thoughts for discussion. This process is facilitated by the presence of Memo and Discussion Questions in the syllabus and the major role that preparation of biweekly analytic memos plays in course evaluation.

Course Materials:

*Books recommended for purchase: (All books except *Backfire* are available in paperback.)*

- Walton, Sam. 1993. *Sam Walton: Made in America*. Bantam. ISBN: 0553562835
- Burrows, Peter. 2003. *Backfire: Carly Fiorina's High Stakes Battle for the Soul of Hewlett-Packard*. Wiley. ISBN: 0471267651.
- Nathan, John. 1999. *Sony*. Houghton Mifflin (Mariner Books). ISBN 0-618-12694-5
- Graham, Katharine. 1998. *Personal History*. Vintage. ISBN: 0375701044
- Huntford, Roland. 1999. *The Last Place on Earth*. Modern Library. ISBN: 0375754741
- Oates, Stephen. 1994. *Let the Trumpet Sound: The Life of Martin Luther King Jr.* Harper Perennial. ISBN: 0553562835

Purchase or read on reserve in library (multiple copies on reserve):

- Miller, Alice. 1996. *The Drama of the Gifted Child*. New York: Basic Books. ISBN 0465016901. 38 short pages assigned.

Reader:

- Two packets of readings are available for purchase in the GMU Bookstore. One will cost \$28.00 and the other will cost \$11.35.

Ereserves:

- Readings for our Feb. 20 class will be available for viewing or download on Ereserves. The password is leadership.

Communication:

One of the best ways to reach me is via e-mail, which I monitor closely. I will communicate with the class outside of class time by e-mails sent to the GMU class list. If the weather is bad on the day of class, please call 993-1000 to see whether the university is open or closed.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2472. All academic accommodation must be arranged through the DRC.

Standards of Behavior:

The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following standards of behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Evaluation:

Evaluation of performance in the course will hinge on the quality of your preparation for class each week, your contributions to an analytical and insightful class discussion, and your written analyses of the leaders we study, including use of the interpretive material introduced in the course.

Class Participation. The quality of your class participation will constitute 20 percent of your final grade in the course. After our fourth class meeting on Feb. 20, I will post on WebCT some initial individual feedback on your class participation.

Memos. This syllabus offers you opportunities to write up to seven memos in advance of class that summarize your analysis of the leader(s) in question, making connections to other leaders and to interpretive material introduced in the course. When you cite course materials, the following format is sufficient: (Miller, p. 5). You are not expected to draw on any materials from outside the course, but should you do so for some reason, give full bibliographic information.

The seven memo opportunities are 1) Walton, 2) Fiorina, 3) Ibuka and Morita, 4) Graham, 5) Amundsen and Scott, 6) King, part 1, and 7) King, part 2. Each memo you write will be worth 10 percent of your grade, up to 60%. I will credit your six best memos for your grade. There is no extra credit for additional memos.

To receive credit, a memo must be turned in on paper **no later than the start of the class in question**. If you have to miss class, you may on one occasion email your memo to me in advance of the class and receive credit for it.

Memos should be approximately 2 single-spaced pages in length (perhaps longer towards the end of the course as cases become more complex), with paragraphs separated by empty lines. They should directly address the Memo Questions listed in the syllabus. Organize your memos by question and number your responses to reflect the question numbers. There is no need to

reproduce the questions in your memo.

Final Paper. The final paper offers you an opportunity to reread and reflect upon the memos you have written and draw broader conclusions about your learning in the course. The final paper should be six or seven double-spaced pages in length and written as an essay, rather than a point-by-point response to the questions below. Give specific examples to support your points and make associations with and cite interpretive materials introduced in the course. While drawing on your previous memos, you are expected to introduce some new analyses and insights in the final paper. A paper (not emailed) copy is due May 8.

Questions for Final Paper

1. How has this course affected your understanding of the nature and practice of leadership and leader-follower relationships?
2. What are some of the most important leadership behaviors that you have observed as you reflect on the leaders we have studied?
3. Do you have a new appreciation for any risks of which leaders should be aware—either from within themselves or outside? Please describe them and make associations with course readings.
4. Optional question: Is there a particular leader with whom you identify and if so, why? Is there one about whom you feel particularly critical and if so, why? Sometimes the answers to these questions reflect on our own best and worst sides as leaders. If you find that to be so, please comment.

Honor Code. In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. This course is conducted in accordance with GMU Honor Code procedures:
<http://www.gmu.edu/departments/unilife/honorcode.html>

Evaluation Summary:

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| Class participation | 20% |
| Six memos (10% each, due at the start of class) | 60% |
| Final paper (due May 8) | 20% |

Grading:

Grades assigned for the course will be A, A-, B+, B, B-, C, or F. An A or A- is an honors grade. It means that your work significantly exceeded expectations and was deserving of honor. A B, B-, or B+ or is a grade for good to very good performance. It means that you have satisfactorily demonstrated command of the course material. A C is a passing grade but indicates that there were very significant flaws in your demonstrated grasp of the material. An “F” is a failing grade.

Course Schedule with Reading Assignments:

Jan. 23: Course Introduction

- No reading assignment.

Jan. 30: Sam Walton of Wal-Mart

- Walton, Sam. *Sam Walton: Made in America* (Read entire book.)
- Reader: Kets de Vries, Manfred. *Prisoners of Leadership*, pp. 139-161 (“The dark side of entrepreneurship”)

Memo Questions :

1. What do you believe are Walton’s strengths and weaknesses as a leader? Describe specific behaviors.
2. What forces do you think shaped Walton’s leadership motivations and behaviors? Consider Walton’s family background and relationships, models or mentors, and formative experiences.
3. What can you learn from Sam Walton?

Additional Discussion Question:

4. Does the article by Kets de Vries contribute to your understanding of Walton? If so, how? If not, why not?

Feb. 6: The psychology of successful people

The guest speakers will be Paula Hamm, M.A., a psychoanalyst whose practice includes a large number of professionals and artists, and Gordon Kirschner, M.D., who teaches at the Washington School of Psychiatry and George Washington University and maintains a private practice in psychiatry and psychoanalysis.

- Library reserve: Miller, Alice. *The Drama of the Gifted Child* pp. 27-40 and 52-67 of Ch 2 and pp. 106-116 of Ch. 3 (start and stop at subheadings)

Feb. 13: Carly Fiorina and Hewlett Packard

- Burrows, Peter. *Backfire: Carly Fiorina’s High Stakes Battle for the Soul of Hewlett-Packard* (Read Ch 2 to the end, but skim over details that don’t reflect on Fiorina’s leadership.)
- Reader: Packard, David. *The HP Way: How Bill Hewlett and I Built Our Company*, Ch. 2-3 (very quick read).
- Reader: *New York Times*, July 23, 1999. “Setting Her Own Precedents; Hewlett’s Chief Prefers the Path Less Traveled.”
- Reader: *New York Times*, Feb. 10, 2005. “Shake-Up at Hewlett: Hewlett’s Board Forces Chief Out After Rocky Stay”
- Reader: *Wall Street Journal*, Feb. 10, 2005. “How CEO’s Traits Helped, Hurt”

Memo Questions:

1. What do you believe are Fiorina’s strengths and weaknesses as a leader? Describe specific behaviors.
2. What forces do you think shaped Fiorina’s leadership motivations and behaviors?
3. Why do you think the Hewlett-Packard board was drawn to hire Fiorina as Chief Executive Officer? How does the choice of Fiorina relate to the company’s history and its situation in 1999?

Additional Discussion Questions:

4. Do you see any important contrasts or commonalities between Sam Walton and Carly Fiorina?
5. What can you learn from Carly Fiorina and her story?

Feb. 20: Narcissism and the psychological relationship between leaders and followers

The guest speaker will be Theodore L. Gessner, Ph.D., GMU Psychology Department.

- Ereserves: Kets de Vries, Manfred and Miller, Danny. "Narcissism and leadership: An object relations perspective."
- Ereserves: Sankowsky, Daniel. "The charismatic leader as narcissist: Understanding the abuse of power."
- Ereserves: O'Connor, Mumford, Clifton, Gessner, and Connelly. "Charismatic leaders and destructiveness: An historiometric study." (You may skim the technical parts of the paper.)

Discussion Questions: (No memos will be accepted on this topic.)

1. Can you apply the material concerning narcissism to any of the leaders we have studied thus far?
2. How would you describe the leader-follower relationships of Walton and Fiorina?

Feb. 27: Masaru Ibuko and Akio Morita of Sony

Nathan, John. *Sony*. Preface and chapters 1-5.

Memo Questions:

1. What do you see as the individual strengths and weaknesses of Ibuko and Morita?
2. How would you describe their partnership? What forces do you think drew them together as partners? Why do you think their partnership worked?
3. Do you see any commonalities or contrasts with the partnership between Hewlett and Packard? Does your analysis lead you to any insights concerning leadership located within partnerships?

Additional Discussion Question:

4. What can you learn from Ibuko and Morita?

Mar. 6: Guest leader

The guest leader to be announced.

- No reading assignment.

Spring Break. No class on March 13

March 20: Katharine Graham of the Washington Post Company

Read the articles in the order listed and note any changes in your views of the material as you encounter each author's perspective:

- Graham, Katharine. *Personal History*
Ch. 1-2, 7, 9, pp. 146-60 of Ch. 10, pp. 209-224 of Ch. 12, Ch. 13-14, 16-25, 27-28
- Reader: Gerber, Robin. *Katharine Graham: The Leadership Journey of an American Icon*, pp. vii-ix (Foreward), xiii-xix (Introduction), and 1-23 (Ch. 1).
- Reader: Felsenthal, Carol. *Power, Privilege and the Post: The Katharine Graham Story*, pp. 423-451 (Ch. 23-24) ("Hanging onto her power and insecurities")

Memo Questions:

1. Viewing Graham as a leader, what do you see as her strengths and weaknesses? Describe specific behaviors.
2. What forces do you think shaped Graham's leadership motivations and behaviors?
3. Which of the interpretive materials that we have studied thus far (readings by Kets de Vries, Miller, and Sankowsky, our guest speakers) may contribute to our understanding of Graham? Why?

Additional Discussion Questions:

4. Do you think Graham was a leader? Why or why not? If not, what word or words would you use instead?
5. How would you describe Graham's leader-follower relationships and/or important partnerships?
6. Discuss any important contrasts or commonalities you see between Graham and the other individuals we have studied thus far.
7. What can you learn from Katharine Graham?

Mar. 27: Aggression, depression and leadership

The guest speaker will be Wendy Resnick, R.N., of the Depression and Related Affective Disorders Association.

- Reader: Davis, Allison. *Leadership, Love and Aggression*, pp. ix-xi (Acknowledgments) and 3-14 (Ch. 1)
- Reader: Collins, Jim. "Level 5 leadership: The triumph of humility and fierce resolve," *Harvard Business Review*.

April 1, 8:30-10:30 a.m.: Special course meeting. Guest leader.

The guest leader will be Vice Admiral Thad W. Allen, Chief of Staff, US Coast Guard, and Principal Federal Official for Hurricane Katrina disaster relief.

- No reading assignment

April 3: Robert Falcon Scott and Roald Amundsen, polar explorers

- Huntford, Roland. *The Last Place on Earth* (Read entire book including Introduction and Acknowledgements. However, you can skim over sections--ex. Ch. 6--that are too detailed or don't illuminate important aspects of Amundsen and Scott's leadership.)
- Reader: Cherry-Garrard, Apsley. *The Worst Journey in the World*, pp. 256-259, pp. 628-641, and pp. 659-663.

Memo Questions:

1. What do you see as Amundsen's strengths and weaknesses as a leader? What do you see as Scott's strengths and weaknesses as a leader? Describe specific behaviors.
2. Which of the interpretive material we have studied (Miller, Kets de Vries, Sankowsky, Davis, Collins, Storr, our guest speakers) may contribute to our understanding of Amundsen and Scott? What do you think makes them tick?
3. Are there ways in which you think the national backgrounds of Amundsen and Scott, and the political context of their times, affected
 - a. their thinking and behaviors as leaders?
 - b. how the outcomes of their Antarctic expeditions were viewed by others contemporaneously?

Additional Discussion Questions:

4. How would you describe Amundsen and Scott's leader-follower relationships and/or important partnerships?
5. Roland Huntford's book was greeted with controversy when published in 1979. How do you think about issues of bias with regard to this book?
6. Discuss any important contrasts or commonalities you see between Amundsen and/or Scott and the other individuals we have studied thus far.
7. What can you learn from Amundsen and Scott?

April 10: No class (Reading time)

April 17: Martin Luther King Jr., civil rights leader

- Oates, Stephen. *Let the Trumpet Sound: The Life of Martin Luther King, Jr.* (Read entire book.) Stephen Oates is a white American historian.
- Reader: Billingsley, Andrew. *Black Families in White America*, pp. 97-121 (Ch. 4). Andrew Billingsley is a black sociologist.

Memo Questions:

1. What do you see as King's strengths and weaknesses as a leader? Describe specific behaviors.
2. Do you think King's leadership was shaped by the internal dynamics of his family? By the external dynamics of his family? If so, how? If not, why not?

Additional Discussion Questions:

3. What were the qualities of King's relationships with his followers and other civil rights leaders?
4. What were the key ideas behind King's leadership and where did he get them?

April 24: Martin Luther King Jr., civil rights leader, continued.

- Reader: Davis, Allison. *Leadership, Love and Aggression*, pp. 183-242 (Ch. 5). Allison Davis is a black psychoanalytically oriented personality theorist.
- Reader: Garrow, David. *Bearing the Cross*, pp. 575-624 (Ch. 11). David Garrow is a white American historian.

Memo Questions (continued):

5. What were the bases of King's depression?
6. Do you see any differences between the black and white writers' accounts of King? If so, what are they?
7. Looking across all the materials we have read, why do you think King was able to be effective as a leader?

Additional Discussion Question

8. What can you learn from Martin Luther King Jr.?

May 1: Sharing our learning

- No reading assignment

May 8: Final paper due.