



LEADERSHIP INTENSIVE—ADM675

Summer 2006

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COURSE OVERVIEW

This course is an intensive week-long workshop-style exploration of leaders, leadership, and leadership development. Utilizing theory and research to develop an appreciation of what other leaders have done and how they accomplished their goals will help us develop our own leadership skills and competencies. We will look at the role of the leader in developing and implementing the strategy for his/her organization, with particular focus on how a leader today must understand how to create and manage change in fast-moving globally competitive markets. In this class, you will have opportunities to closely examine and reflect upon your own behavior and to learn from observing the experiences of others (through exercises and case studies), gaining an analytical appreciation for your own leadership style and potential as a leader. Fundamentally, the course design is based on the assumptions that leaders develop themselves, they are not born that way, and there is no one formula for successful leadership; much of leadership, therefore, is personal development, which we will study here.

COURSE REQUIREMENTS

Class Meetings: Saturday June 3rd (11am-1pm), plus Monday through Friday June 19th to June 23rd (9am-5pm). Full attendance of all class sessions is mandatory, given the intensive nature of this course. All class sessions will be held at the UNHM University Center.

Materials: A course text (The Leadership Challenge, by Kouzes and Posner, 2003, **3rd Edition**) is required, which is available at the UNHM bookstore and through retail book outlets. Also, a packet of readings (cases, exercises, articles, etc.) is also required and is also available at the UNHM bookstore; these materials must be purchased and **brought to the initial class session on June 3rd**. In addition, some readings and hand-outs will be provided during the course.

Preparation and Contribution: A substantial amount of out of class preparation will be necessary during the weeks before the week-long class sessions (i.e., after purchasing the Readings Packet and discussing its contents on June 3rd) and also during the week after class ends on June 23rd, as a full Term Paper (a Personal Leadership Plan) will be due on July 1st. Students' work and travel planning should accordingly take this workload into account. During class sessions, students will be expected to be well prepared and actively engaged throughout.

Registration: Priority will be given to UNHM Business majors in good academic standing of Senior or Junior status. All others would only be admitted by permission of the Professor on a space-available basis.

COURSE PHILOSOPHY AND APPROACH

The focus of this course will be on leadership from a variety of perspectives: organizational leadership in the external environment, as well as leadership at the top, middle, and lower levels inside organizations. The course design is based on the following assumptions:

1. Leaders develop themselves, they are not born that way; much of leadership, therefore, is personal development.
2. This course is appropriate for those who are or want to become leaders.
3. There is no one formula for successful leadership. Leaders have a broad repertoire of internal capacities and behavioral skills to transform situations for the positive, frequently well beyond what conventional wisdom held was possible.
4. Learning to be a leader is an iterative process of reflection, taking calculated risks and being alert to their effect.
5. Knowing (from theory and research) what other leaders have done, how they did it, and why, greatly enhances the process of developing leadership capacities.

At the outset, I should assure you that this course does not represent a "down-sized" version of a semester-long course. Rather, it was designed following an Executive MBA one-week intensive model. In addition, we will not use teams per se in the course; instead, you will serve as coaches to each other during the course.

A basic assumption of this course is that theory and experience can mutually enhance the study of leadership. Theories can provide useful frameworks for understanding and explaining your experience as well as understanding the actions of others. Utilizing theory and research to develop an appreciation of what other leaders have done and how they accomplished their goals will help us develop our own leadership skills and competencies. In this course will explore a number of questions concerning leadership; they include, but are not limited to, the following:

- What are the roles of a leader in a high-performing organization?
- What are the core purpose and core values in your organization? How does a leader empower people at all levels of his/her organization to become leaders?
- What do I feel is my leadership style?
- How do others perceive my leadership approach?
- What specific steps do I need to take to develop my leadership potential?

During our sessions together, we will carefully explore leadership from a variety of perspectives. Leading a complex organization in today's competitive world is a demanding and challenging task. We will look at the role of the leader in developing the strategy for his/her company. We will also study how a leader implements strategy in his/her organization. Further, inevitably, a leader today must understand how to create and manage change in fast-moving globally competitive markets.

Moreover, learning to be a leader is a process with many elements including reflection, taking risks, and being alert to their effect. In this class, you will have opportunities to reflect on your own behavior and to learn from observing the experiences of others (through exercises and case studies). You are encouraged to use self-assessment activities from other courses, such as the MBTI. You will receive feedback from individual coaches in this course, and you should also incorporate feedback that you have received from your work in other courses and at your work or job world. In the end, the most important process in this course will be the assessment of your own leadership approach and the subsequent development of your own Leadership Action Plan.

REQUIRED COURSE MATERIALS

James M. Kouzes and Barry Z. Posner, The Leadership Challenge, 3rd Ed., including the LPI Workbook. (K&P)

Course packet of readings, cases and assessment instruments. Also, many in-class handouts will also be provided.

A BlackBoard course website will be employed throughout the course; active use of BlackBoard is a required component of course participation. The main website for BlackBoard access is: <http://blackboard.unh.edu>.

All of the readings and cases are essential for your learning; they will serve as the basis for much of our work. None of the readings is conceptually difficult; in fact, sometimes in their simplicity they seem almost obvious -- until you think about what they say. It is very important that you keep up with the readings as listed in the syllabus and any readings handed out in class. We don't have quizzes on readings, but the grade you receive on class participation and for your written work here will no doubt reflect your mastery of the content.

Some of you may get so fascinated by the lives of leaders and by the topic of leadership that you will want to read more widely than we can in this course. I have attached a bibliography of books about leadership and of biographies and autobiographies of leaders (thanks to the collective efforts of my colleagues from Boston University, Professors Tim Hall, Gerry Leader, George Hollenbeck, Leonard Johnson, Kathy Kram, and Ellen Herman) for your reading pleasure; see Appendix A.

WRITTEN ASSIGNMENTS

1. Case Reviews.

This course extensively uses case studies to explore real-world leaders and to examine the actual practice of leadership. A varied mix of settings and leaders has been selected for our study in this course. We will discuss each of the leaders in class, based on case studies that are provided in the course packet and as handouts. Given the substantial amount of reading that this course entails, you are asked to read all of the cases before the week-long class sessions begin on Monday, June 19th. To help guide your work here, review questions for each case will be posted on the course's BlackBoard website as "Assignments." A 1-2 page summary of your brief answers to the review questions for each case is to be prepared and brought to class for submission on **Monday June 19th**. The collection of your case reviews will be graded and will comprise 10% of your course grade.

2. Self-confidence Interview Analysis Paper.

There are many things we do not know about leadership; but one thing we do know is that self-confidence is a key to leadership effectiveness. We will examine self-confidence: how it is learned, and how important it is, both for leaders and for followers. You will be asked to conduct an interview with a person of your choice, an "Admired Leader" (someone whose leadership you respect), reviewing how that person developed self-confidence. I will provide an interview guide with questions that you can use to conduct the interview. You will be asked to do a write-up of lessons learned from your interview.

In your paper based on the self-confidence interview you should report your analysis of the interview, including key lessons learned. Do not report all of the interviewee's responses in the paper. (You can summarize the responses in a separate Appendix to the paper, if you wish.) Use the paper to focus on the main lessons you took away from the interview, discussing how these lessons relate to the leadership concepts we have been reading about, seeing in cases of leaders, discussing in class, using in your self-assessment work, etc. Finally, please include conclusions and implications for your own leadership development that you take away from this interview analysis. These self-confidence analysis papers will be graded with the criteria for written assignments found later in this course syllabus.

The assignment, worth 10% of your course grade, should be no more than 3 double-spaced pages (plus any Appendix pages) and is due at the beginning of class on **June 21st**.

2. Learning Logs.

Research has found that when executives reflect on what has happened, their learning increases dramatically. Throughout the course, I will ask that you keep a brief log of significant events -- what happened, what you learned, and what actions you can take to use this learning. In particular, you are encouraged to think about your past experiences as a leader or on your

experiences as a follower. I will be looking for your ability to integrate theories from this course and your personal experiences, in this course as well as during other life situations.

These logs will serve as the basis for your own learning, but also as the basis for reflective discussion in class. The logs will be graded, using the criteria for written assignments found in the back of this syllabus, and will comprise 15% of your course grade.

The Learning Logs are due by **June 28th** (by 6:00pm, submitted as a Word document via the course Digital Drop Box).

3. Personal Mission Statement Draft.

A particular theme of the Kouzes and Posner book and many of our readings is the enormous impact of knowing where you are going. As we shall see, and you probably already know intuitively, one of the key challenges of a leader is to set direction for others if we don't know ourselves where we want to go.

You will be asked to develop a draft of a mission statement for yourself, due at the beginning of class on **June 20th**. All mission statements are drafts, and a good mission statement is always under revision. We will talk about elements of mission statements in class, but they will allow you lots of flexibility in finding your own. In this spirit, I will review these statements and give you feedback, but they will not be graded.

4. Personal Leadership Plan (PLP)

The final paper in the course encourages you to bring together all your learnings from the course and data on yourself into a comprehensive self-assessment and an action plan for your continued development as a leader. Essentially, you will be addressing the question: "**What are the implications of your experiences in this course and the lessons you have learned for your life, your career, and your professional development?**" You are free to choose the format and emphasis of your paper, but at a minimum, please include the following:

1. **Summary of your personal self-assessment** (i.e., based on Career Values Card Sort, LPI and LTI results, feedback from your peer coach, your own reflection, etc.) – what you have learned about yourself throughout the semester. Identify clearly, based on your self-assessment, **what are the areas in which you want to develop?** These areas may be expressed as **DEVELOPMENTAL THEMES** which are drawn from analysis of the multiple sources of data that you have generated during the semester.
2. **Insights about Leadership** derived from the course readings and our case studies of effective and ineffective leaders that you can apply now and as your career unfolds.
3. **A specific and detailed goal-directed Action Plan for your continued development**, including up to three development goals, the actions you plan to move toward those goals,

the supports you will create to help you be successful, and how you will assess your progress over time.

The plan should be no more than 10 double-spaced pages (12-point type, plus any Appendices) and is due by **6:00pm on July 1st** (submitted as a Word document via the course website's Digital Drop-Box). You should include clear summaries of your self-assessment data (in appropriate tables, graphs, etc.; digitally scanned or recast manually, as necessary) as appendices or exhibits to your paper. Your PLP will be worth 35% of your course grade.

THE GRADING PROCESS

Your overall grade for the course will reflect your participation in the learning community and the quality and timeliness of your work. The weights for various activities will be as follows:

- 10% Case Reviews
- 10% Self-confidence Interview Paper
- 15% Learning Log
- 30% Contribution to class discussion and peer learning; I will expect you all to be an active, engaged contributors to class learning.
- 35% Personal Leadership Plan (Including LPI, LTI, Career Values Card Sort, peer feedback, and other self-assessment results, Developmental Themes, and Development Plan.)

CRITERIA FOR EVALUATING WRITTEN WORK

I am assuming a leader's success and failure is a product of the unique circumstances of the situation: the needs and values of the people in the situation and what the leader brings to the situation in terms of his or her experience, wisdom and skills. Thus, in your assignments, please give adequate attention to the **context** within which the leader operates.

Below are the criteria I will use in evaluating written work and classroom participation:

1. Quality of Ideas: Originality, creativity, and completeness of your ideas.
2. Use of Course Concepts: Appropriate use of key concepts and frameworks to support your analysis and discussion.
3. Specificity, Concreteness, and Credibility: Avoidance of generalizations and jargon; use of specific examples to support points; conclusions and recommendations/implications are reasonable, realistic, specific and well supported.
4. Organization and Writing: Overall clarity and logical organization of your thoughts.

An example of the grading format for written work is provided as Appendix B.

LOGISTICS AND GROUND RULES

I have found that in almost all settings it is best to establish expectations up front. As such, here are some of my ideas on behavior and performance.

- 1. Attendance** – After the initial meeting, this class meets only five times, for lengthy, intense sessions over a one-week period, and we have significant conceptual, personal and behavioral learning to accomplish, framed in large part by classroom discussion and exercises. Therefore, you **MUST** attend every class. Come prepared, having read all advance handouts and readings, and be engaged during class discussions.
- 2. Participation** - Thorough preparation and active participation in class discussions are vital to your (and everyone's) learning. When you speak in class, your primary emphasis should be on quality as opposed to quantity. While specific classroom participation patterns may vary across participants, in **all** cases, a sustained, active and thorough sense of support and engagement to class learning will be required throughout the term. **Take careful note that Participation in this course comprises 30% of your course grade.**
- 3. Punctuality** - Classes will begin on time, and I will make every effort to end them on time. As in all business situations, arrive on time and be ready to go.
- 4. Professional Conduct** - This class may engender active, sometimes emotional, dialogue. Be passionate, but also be professional. I expect and welcome open debate, but we must be respectful of the positions of others. Let's work together to create a positive, professional - and still challenging - atmosphere.
- 5. The Written and Spoken Word** - As managers, the ability to write and speak well will set you apart from others in the business world. Build these skills throughout your careers, especially here in the Business Program. I will look for quality, clarity, and depth in your work; avoid generalizations and jargon. Be organized, and use specific examples to back up your points.
- 6. Timeliness** - The business world displays great fondness for due dates and deadlines. Prepare and submit your work on time. Build in slack time in your work processes to accommodate the unexpected. Submissions are due at the beginning of the scheduled class on the syllabus. Late work will be harshly penalized (one full letter grade reduction for each day late).
- 7. Communication** - Talk with me and share your concerns with me during the semester. I can't act upon something I'm not aware of. Come to my office hours, set up appointments, or find me by e-mail if you have any questions or open issues. I'll commit to being responsive.

8. **Good Humor** - Despite all of the “rules” above, there is still plenty of room for creativity and laughter. It is possible to work hard, learn *and* have fun. I encourage you to be creative and enjoy yourself in the exercises and coursework this semester. Have some fun.

Welcome to Leadership! I look forward to an interesting, engaging, and meaningful course.

With great thanks to Professors Tim Hall, Kathy Kram, and Ellen Herman from Boston University for their help and support in crafting this syllabus. I follow their leadership here.

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>
CLASS 1 6/3 (Saturday)	<p data-bbox="651 353 1166 392">INTRODUCTION TO THE COURSE</p> <p data-bbox="651 427 1209 539">What is Leadership? Drivers of Change/The Need for Leadership Learning and Leadership</p> <p data-bbox="651 575 1362 712">Review Course Packets and Text Discuss use of the Leadership Practices Inventory (LPI), Learning Tactics Inventory (LTI), Career Values Card Sort Inventory (CVI)</p> <p data-bbox="373 748 1251 860">Assignments: Distribute 4-5 copies of K&P LPI OBSERVER forms in a manner which insures valid data are obtained by 6/19/06.</p> <p data-bbox="651 891 1251 1003">Stop in a Body Shop store and do some “participant observation” - check out their web pages as well (by 6/19).</p> <p data-bbox="651 1034 1078 1072">Complete CVI and LTI (by 6/19).</p> <p data-bbox="651 1104 1238 1176">Conduct Admired Leader Interview and Write Self-Confidence Paper (due 6/21).</p>
CLASS 2 6/19 (Monday)	<p data-bbox="651 1249 1059 1288">WHAT MAKES A LEADER?</p> <p data-bbox="373 1323 1390 1460">Case Preparation: Useem, “Joshua Chamberlain Defends Little Round Top” McCarthy, “Learning from the Heat of Battle: The Gettysburg Staff Ride” Perkins, “The Shackelton Saga” from <u>Leading at the Edge</u></p> <p data-bbox="373 1491 1326 1570">Books [optional]: Shaara, <u>The Killer Angels</u> Lansing, <u>Endurance: Shackleton’s Incredible Voyage</u></p> <p data-bbox="373 1601 1182 1749">In Class Activities: Excerpts/clips from the films, <i>Gettysburg</i>, <i>Shackleton’s Antarctic Adventure</i> Discuss LTI, CVI (Peer Coaching)</p> <p data-bbox="373 1780 1102 1892">Readings: K & P, Chapters 1-6. Goleman, “What Makes a Leader?” Seibert, “Reflection-on-Action”</p>

CLASS 3	6/20 (Tuesday)	LEADERSHIP AS PERSONAL VISION AND DIRECTION
	Case Preparation:	James Burke (A) The Body Shop International
	Readings:	K & P, Chapters 7-10 Myerson, "The "Doom Loop" of Leadership: The Body Shop as Leader and Victim"
	Written Assignment:	Personal Mission Statement Draft Due
CLASS 4	6/21 (Wednesday)	LEADERSHIP AS STRATEGIC VISION AND DIRECTION
	Case Preparation:	Ingar Skaug and Wilhelmsen Lines (A) and (B) Peter Browning and Continental Whitecap (A) and (B) Sonoco Products Company
	Readings:	Collins, "Level Five Leadership" McCarthy & Hall, "The New Career Contract at Work"
	Book:	K & P, Chapters 11-13 and Appendix
	Written Assignments:	Self-Confidence Interview Paper Due Complete the "Personal Best" exercise (hand-out), Bring in written answers to the questions posed.
CLASS 5	6/22 (Thursday)	PLANNING FOR YOUR LEADERSHIP DEVELOPMENT
	Class Activity:	Prepare and Deliver a Persuasive Communication. Review of LPI results, Development Plan Consultation. See Peer Coaching Summary (below)
	Written Assignments:	Compute all LPI results (including the summary Graph, Workbook p. 19). Bring LPI manual & data.
	Readings:	LPI Workbook Goleman, "Leadership that Gets Results"

PEER COACHING FOR DEVELOPMENT

Part of your work during this session is to meet on your own with a Peer Coach. Your assignment is to coach each other in how to a) synthesize the self-assessment data you have collected on yourselves in this course, to b) see the implications of what we have learned about leadership in the course for you personally, as you look ahead in your lives and careers, and c) think about specific action plans for your own leadership development (enhancing areas of strengths and working on areas that need improvement).

As preparation for this peer coaching session, you and your partner should do the following before you meet:

1. Provide each other with a copy of your self-assessment results in advance
2. Come to the session with a written summary of your ideas on points a), b), and c) above-- for yourself and your partner

As follow-up to this peer coaching session, include your partner's summary on points a), b), and c) as well as your reflections and learning from this peer coaching session in the Appendix of your Leadership Development Plan paper.

CLASS 6	6/23 (Friday)	LESSONS LEARNED ABOUT LEADERSHIP
Case Preparation:		Rachel Hubka (A) and (B)
Readings:		Thomas & Ely, "Making Differences Matter: A New Paradigm for Managing Diversity" Conger, "The Dark Side of Leadership" Shepard, "A Path with a Heart"
In Class Activity:		Presentation of your Personal Development Lessons, Course Wrap-up, Adjourn!
Written Assignments:		Revised Personal Mission Statement
		Learning Logs Due June 28 (by 6:00pm, via Digital Drop Box)
		Personal Leadership Plan Paper Due July 1 (by 6:00pm, via Digital Drop Box)

Appendix A Biographies and Autobiographies of Leaders

- Dale Van Atta and Jack Anderson, Stormin' Norman: An American Hero, (Norman Schwarzkopf)
- Red Auerback with Joe Fitzgerald, On & Off the Court (Red Auerback).
- Deirdre Bair, Simone De Beauvoir, Simon & Schuster - paperback.
- Mary Catherine Bateson, Composing a Life, Plume-Penguin Books, (Lives of 5 contemporary women) - paperback.
- Max DePree, Leadership is an Art (Former chairman of Herman Miller, Inc.).
- Liane Enkelis and Marion Lewenstein On Our Own Terms: Portraits of Women Business Leaders
- Debbi Fields and Alan Furst, One Smart Cookie, (Debbi Fields, founder and president of Mrs. Fields Cookies).
- Benjamin Franklin, The Autobiography of Benjamin Franklin.
- Douglas Southall Freeman, Lee, (an abridgement by Richard Harwell of the four-volume R.E. Lee).
- Martha Graham, Blood Memory, Doubleday.
- David Halberstam, The Best and the Brightest, published by Penguin, New York (Senior advisors to President John F. Kennedy).
- Lee Iacocca with William Novak, Iacocca, An Autobiography, (Lee Iacocca).
- Sandra Kurtzig, CEO: Building a \$400 Million Company From the Ground Up, (Sandra Kurtzig, founder of ASK Computer System).
- Sara Lawrence Lightfoot, Balm in Gilead, Addison-Wesley (The life of Margaret Lawrence, mother of the author and first African-American child psychiatrist) - paperback.
- Inder Malhotra, Indira Gandhi, Northeastern University Press, Boston.
- William Manchester, American Caesar, (Douglas MacArthur).
- William Manchester, The Last Lion: Visions of Glory, (Winston Churchill 1874-1932).
- William Manchester, The Last Lion: Alone, (Winston Churchill 1932-1940).
- Robert McCollough, Truman.
- William McFeely, Frederick Douglass, (a biography).
- Golda Meir, My Life, Dell - paperback.
- Oates, S.B. Let the Trumpet Sound: The Life of Martin Luther King, Jr., New American Library, New York.
- Colin Powell, An American Life.
- Edwin M. Reingold and Mitsuko Shimomura, Made in Japan, (Akio Morita and Sony).
- Glenn Rifkin and George Harrar, The Ultimate Entrepreneur, (Ken Olsen, founder and former Chairman and President of DEC)
- Bill Russell and Taylor Branch, Second Wind: The Memoirs of an Opinionated Man, (Bill Russell).
- Tetsuo Sakiya, Honda Motor, (Soichiro Honda).

A.M. Schlesinger, Jr., Robert Kennedy and His Times, second edition (1985), published by Ballantine, New York.

Michael Shaara, The Killer Angels (Historical novel about the Battle of Gettysburg, with focus on General Robert E. Lee and other Civil War leaders)

Gail Sheehy, The Man Who Changed the World, (Mikhail S. Gorbachev).

Geoffrey C. Ward, A First-Class Temperament, (Franklin Roosevelt).

The Autobiography of Malcolm X, as told to Alex Haley (author of Roots), Ballantine - paperback.

Lytton Strachey, Victoria, (Queen Victoria) - paperback.

Thomas J. Watson, Jr. & Peter Petre, Father, Son & Co: My Life at IBM and Beyond, - paperback. (The son of the founder of IBM discussing his father and himself)

H. Young, Iron Lady, Farrar Strauss, (Margaret Thatcher).

Appendix B

EVALUATION CRITERIA FOR WRITTEN ASSIGNMENTS

Assignment:

Name:

Quality of ideas: Originality, creativity, completeness and logic of your ideas.

1 2 3 4 5 6 7

Use of course concepts: Appropriate use of key concepts and readings to support your argument.

1 2 3 4 5 6 7

Specificity, Concreteness, and Credibility: Avoidance of vague generalizations; use of specific examples to support points; conclusions/recommendations/implications are reasonable, realistic, specific, and well supported.

1 2 3 4 5 6 7

Organization and Writing: Overall clarity and logical organization of your thoughts.

1 2 3 4 5 6 7

Total: _____