

Sociology 1060: Leadership in Organizations Brown University, Spring 2010
Tuesday & Thursday: 6:30-7:50 PM Location: TBA

Leadership in Organizations

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TAs and their office hours (subject to change):

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Course Description

What is leadership? What makes a great leader? Can leadership be learned? Improved? Practiced? In this course we will explore various theoretical approaches to leadership, with the purpose of gaining a better understanding of this evasive phenomenon. Our focus will be the mutual relations between the leaders, the followers, and the context in which these relations take place. We will be using a combination of lectures and case-study analysis in order to achieve the course's objectives.

Additionally, we will aim at developing your personal leadership skills. This will be achieved through engaging in self-exploration and reflection, the use of self-assessment instruments, role-play, and feedback from peers.

Throughout the course we will be using clickers, which are small and smart devices that will make our course more interactive. Using your Brown ID, please check out a clicker at the basement of the Science Library, before the semester begins, and bring it with you to each class meeting, starting the first one.

Reading Material

Relevant articles will be posted on the course's web site. Additionally, you will each need to purchase a case study prepared by Harvard Business School (HBS). Purchase instructions will be provided at the beginning of the semester.

Course Requirements and Assessment

A short explanation of each requirement is provided below; more specific guidelines will be given in class.

Midterm 1	20%
Midterm 2	20%
Final team project	15%
Grade given by your teammates	15%
Participation	30% (based on attendance and preparation, as explained below)

In addition you will be given the opportunity to gain bonus points, based on various team competitions held throughout the semester.

Explanation of Course Requirements

Midterms (40%)

You will have 2 midterms, one after the first and one after the second module of the course (see course outline for the description of the modules and the dates of the midterms).

Final Team Project: A Snapshot of Leadership (15%)

Each team will apply concepts and theories of leadership to the analysis of a real-life or a fictional leader, or of an incident of leadership you encountered in your daily lives. This paper is due on April 27 and should be about 6-7 pages long.

Grade given by Teammates (15%)

You will each be graded by your teammates, based on your participation in and contribution to the various team activities, including the team's final project and all other team activities held both in and out of class,. You will be evaluated twice, once in the middle of the semester (for feedback, not counted for your final grade) and once at the end (your final team-given grade).

Participation (30%)

The participation grade will be based on your class attendance and preparation, and will be calculated as follows:

- Attendance - 15%: Based on several ungraded, two-minute reflection papers, administered over the semester at the end of class.
- Preparation - 15%: Based on short assignments you will be expected to hand in, relating to reading material, self-assessments, case studies analysis, etc. These exercises will not be graded, but a reasonable level of preparation will be expected.

General Course Outline

In the first three classes you will be introduced to general issues of leadership, and to the structure of the course. The rest of the course is divided into three modules, each focusing on a specific aspect of leadership:

Part A – Focus on the Leader: In this part of the course we will introduce leaders' bases of power and the influence tactics they can use. We will discuss leaders' values and the way they differ across generations and cultures, review various personality traits and modes of behavior leaders can engage in, and elaborate on cognitive intelligence and emotional intelligence. We will also talk about the leader as a coach, and practice communication skills and coaching behavior. Last but not least we will touch upon the subject of leaders' derailment.

Part B – Focus on the Followers: This part will focus on the relations between leaders and followers. We will discuss followers' motivation and job satisfaction, and identify factors that affect team leadership and the leader's ability to implement change.

Part C – Focus on the Situation: In this part we will review the new paradigm in leadership research. We will discuss situation factors that affect the leadership process, like organizational culture, crisis, and environmental characteristics. Additionally, we will differentiate between transactional and transformations leaders, and discuss the power of charisma (and its dark side). Finally we will analyze the qualities of an effective vision, and the rhetoric skills that accompany it.

Detailed Course Plan

Introduction

Class 1 (Thur. Jan. 28):	Introduction
In class:	Introduction to the course.
Due:	Bring your clickers!
Take home assignment:	Personal information.
Relevant reading:	Goethals, 2005.

Class 2 (Tues. Feb 2):	A General Model of Leadership
In class:	Defining leadership; introducing the interactional model of leadership; the color system of leadership.
Due:	Personal information sheet.
Take home assignment:	Color diagrams; self assessment of leadership.
Relevant reading:	Kotter, 1992.

Class 3 (Thur. Feb 4):	Leadership and Management
In class:	Leadership vs. management; a leadership state of mind; guidelines for your teamwork.
Due:	Color diagrams.
Take home assignment:	A Leadership-State-of-Mind experience.
Relevant reading:	Goffee & Jones, 2000 HBR.

Part A: Focus on the Leader

Before this class you will be assigned to your study teams, and each team will be assigned a sitting place for the duration of the semester.

Class 4 (Tues. Feb 9):	Leaders' Power
In class:	Bases of power; Expressions of power; ways to increase power; Need Theory
Due:	A Leadership-state-of-mind experience.

Take home assignment: Leaders' Needs and Leaders' Influence-Tactics assignments; read the 'Ithaca' case.
Relevant reading: Need Theory and Influence Tactics (summaries)

Class 5 (Thur. Feb 11): Influence Tactics

In class: Types and use of influence tactics; Ithaca case study.
Due: Leaders' Needs and Leaders' Influence-Tactics assignments.
Take home assignment: Team contract; Make cards; Value Questions.

Class 6 (Tues. Feb 16): Leaders' Values

In class: Play-time ☺ and Best-Name competition.
Due: Team contract.
Take home assignment: Events assignment
Relevant reading: Bennis, 2002; Erickson, 2009 HBR.

Class 7 (Thur. Feb 18): Values across Generations and Cultures.

In class: Instrumental and end values; Theory X and Y; generation and cultural differences.
Take home assignment: Values & Music / Going International / Skit.
Relevant reading: Hewlett et al., 2009.

*L o n g W e e k e n d * * * H a v e F u n !!*

Class 8 (Thur. Feb 25): Leaders' Traits (part 1)

In class: Personality traits and their dark side.
Due: Events assignment.
Take home assignment: 'How well do you know?' assignment.
Relevant reading: Judge & Bono, 2000; House et al., 1991.

Class 9 (Tues. March 2): Diversified Values

In class: Groups competition! (Music / International / Skit)

Due: 'How well do you know?' assignment

Class 10 (Thur. March 4): Leaders' Traits (part 2)

In class: The heart and mind of leadership: Cognitive intelligence and emotional intelligence.

Take home assignment: 'Babysitting or confronting': Reflection.

Relevant reading: Goleman Et al., 1998, 2001, 2009 HBR.

Class 11 (Tues. March 9): Leaders' Behavior

In class: The behavioral approach; assessing leadership; leadership derailment.

Due: 'Babysitting or confronting': Reflection.

Take home assignment: Team Assessment and team members' evaluation.

Relevant reading: Avolio, 1999.

Class 12 (Thur. March 11): The Leader as a Coach

In class: Coaching behavior; feedback, active listening; assertiveness.

Due: Team Assessment and team members' evaluation.

Take home assignment: Coaching exercise.

Class 13 (Tues. March 16): Midterm and Playtime

In class: Midterm (1); Who Wants to Be a Millionaire (or an A student).

During the following couple of weeks the TAs and I will hold personal meetings with your teams.

Part B: Focus on the Followers

Class 14 (Thur. March 18): Leading Teams

In class: Factors affecting team leadership.
Take home assignment: HBS case study.
Relevant reading: De Vries, 2005.

Class 15 (Tues. March 23): Leadership Styles (half class)

In class: HBS case study
Due: Coaching exercise.
Take home assignment: Fortune Magazine's 100 best companies to work for; final team project.

Class 16 (Thur. March 25): Leadership Styles (half class)

In class: HBS case study
Due: Coaching exercise.
Take home assignment: Fortune Magazine's 100 best companies to work for; final team project.

*S p r i n g B r e a k * * * H a v e F u n ! !*

Class 17 (Tues. April 6): Followers' Motivation

In class: Theories of motivation; job satisfaction; punishment; empowerment.
Due: Fortune magazine's 100 best companies to work for.
Take home assignment: Read Brown Electronics.
Relevant reading: Eden, 1992, 2003.

Class 18 (Thur. April 8): Leading Change

In class: Resistance to change; force field analysis; stages of implementing an effective change.

Due: Brown Electronics.

Relevant reading: Kotter, 1995 HBR.

Class 19 (Tues. April 13): Midterm (2) and Playtime

In class: Midterm (2); Who Wants to Be A Millionaire (or an A student).

Part C: Focus on the Situation

Class 20 (Thur. April 15): Situation Theories

In class: Organizational culture and environmental characteristics; situational leadership and contingency models.

Relevant reading: Javidan, 2006.

Class 21 (Tues. April 20): The New Paradigm of Leadership (Part 1)

In class: The Full Range of leadership model: Non-leadership and transactional leadership.

Relevant reading: Bass & Avolio, 1993.

Class 22 (Thur. April 22): The New Paradigm of Leadership (Part 2)

In class: Transformational leadership; charisma (and its dark side).

Take home assignment: Read the Avatar Bank case.

Relevant reading: Howell, 1992; Rosenthal, 2006; Shamir, 1991.

Class 23 (Tues. April 27): Creating vision

In class: Components and qualities of effective vision;
leaders' rhetorical skills

Due: Avatar Bank; final team project.

Take home assignment: Team assessment (final)

Relevant reading: Cialdini, 2001; Emrich, 2001.

Class 24 (Thur. April 22):

In class: Wrap-up.

Due: Team Assessment (final).

Take home assignment: Be good and be happy ☺

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Reading Material

Avolio, B. J., Howell, J. M., & Sosik, J. J. (1999). A funny thing happened on the way to the bottom line: Humor as a moderator of leadership style effects. Academy of Management Journal, 42 (2), 219-227.

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Cialdini, R.B. (2001). Harnessing the science of persuasion. Harvard Business Review, 72-79.

Eden, D. (1992). Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations. Leadership Quarterly, 3, 271-305.

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- Emrich, C. G., Brower, H. H., Feldman, J. M., & Garland, H. (2001). Images in words: Presidential rhetoric, charisma, and greatness. Administrative Science Quarterly, *46*, 527-557.
- Goethals, G.R. (2005). Presidential leadership. Annual review of Psychology, *56*, 545-570.
- Javidan, M., Dorfman, P. W., Sully de Luque, M., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. Academy of Management Perspectives, *20*, 67-90 .
- Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. Journal of Applied Psychology, *85*, 751-765.
- House, R. J., Spangler, W. D., & Woyke, J. (1991). Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness. Administrative Science Quarterly, *36*, 317-341.
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- Rosenthal, S. A., & Pittinsky, T. L. (2006). Narcissistic leadership. Leadership Quarterly, *17*, 617-633.
- Shamir, B. (1991). The charismatic relationship: Alternative explanations and predictions. Leadership Quarterly, *2* (2), 81-104.