MGMT 545
Leading and Managing High-Performance Organizations
Foster School of Business
The University of Washington
Spring Quarter 2014

BASIC INFORMATION
Instructor: Dr. Morela Hernandez
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Office: PACCAR 548
Office Hours: Mondays 3:30-5:30pm and by appointment
Class: Mondays and Wednesdays 1:30-3:20pm
Classroom: PACCAR 390
Teaching Assistant: Cristiano Guarana, guarana@uw.edu

COURSE OVERVIEW: This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by the leadership. Individuals are not either leaders or managers, but a mixture of leadership and management, and the exact mix depends upon the situation, the role, and the person.

This is a “hands-on” course that will focus on helping you develop the skills required to be successful in organizations. The course is designed to provide you with opportunities for reflection, study, debate, and practice through which you can learn about leadership and enhancing effectiveness – both your own and that of other individuals and groups in organizations. Thus, this is a course for students who wish to take the time and exert the effort required to confront and reflect on their own leadership strengths and weaknesses. With this in mind, I do not allow laptops to be used in class.

Using an integrative model of leadership (“The Pyramid Model of Leadership”) to examine issues from a variety of perspectives on leadership, we will examine six core topics representing the model’s six domains: Personal Leadership, Relational Leadership, Contextual Leadership, Inspirational Leadership, Supportive Leadership, and Responsible Leadership. We will explore how the domains relate to each other and the effects of each domain on followers. We will examine the actions individuals can take to enhance their own awareness of what each domain involves and how to improve their skills with respect to it. Additionally, we will also examine how the strategic and effective application of different configurations of these domains is contingent upon the specific characteristics of different leadership situations. For example, we will look at leading change processes, leading from the middle, and leading across gender and cultural divides. Finally, we will discuss how leadership teams can be most effectively formed to ensure that all six leadership domains are appropriately reflected within the team.

REQUIRED MATERIALS: You will need the following materials for this course:
(1) Course pack. You may purchase your course pack from the UW Bookstore.
(2) SDLS Survey. In addition to the course pack, you are required to take the online survey provided by Delta Leadership Inc. Go to http://www.deltaleadership.com/sdls/
(3) Articles posted on Canvas. I list the required readings on pages 8-14 of this document; these articles are available through Foster Library but I have posted them on Canvas for your convenience.

(4) Video Cases. Below I list the options for acquiring the assigned video cases:

- **Martin Luther King Jr.: The Man and The Dream** – Foster Library and at [http://courses.washington.edu/mgmt545/MLKJRasdknceas.htm](http://courses.washington.edu/mgmt545/MLKJRasdknceas.htm)
- **Undefeated** – [http://www.amazon.com](http://www.amazon.com) and Foster Library
- **Steve Jobs: One Last Thing** – [http://www.amazon.com](http://www.amazon.com) and Foster Library
- **The King’s Speech** – [http://www.amazon.com](http://www.amazon.com) and Foster Library
- **South Pole Explorers (“Antarctica: A Frozen History”)** – Foster Library and [http://staff.washington.edu/guarana/media/](http://staff.washington.edu/guarana/media/)
- **Glory** – [http://www.amazon.com](http://www.amazon.com) and Foster Library

**MATERIALS ON RESERVE AT FOSTER BUSINESS LIBRARY:**

- Course pack
- All video cases

**TEAMS:** Teams will not be assigned – you will be able to form your own, self-selected teams of 5-6 members. **You will need to form your teams quickly; the first team assignment (see “Team Case Analyses” below) is due Monday, April 7.**

**COURSE REQUIREMENTS:** Each class session will involve a combination of lecture and discussion, team presentations, and doing some experiential/skill-focused exercises. Preparation for class will primarily involve reading assigned articles or book chapters and preparing for case discussion. Some cases will not require advance preparation but will be based on in-class video-based material. A few sessions and assignments will also require some additional research on organizations (e.g., via the library or the Internet). Note that all assignments (including readings and cases) should be prepared before class. I have outlined each session, including the readings, cases, and assignments for the entire course on pages 8-13 of this document.

**GRADING COMPONENTS:** Grades will be computed based on ongoing preparation for and contribution to individual class sessions. Furthermore, these assignments are specifically designed to be cumulative; the reflection journals provide a basis for doing the individual leadership analysis paper, and the team case analyses will help the major team assignment. Lower weights are given to earlier assignments so you can build up your understanding of the model and your ability to apply it over time and across a number of assignments and opportunities for feedback. The final grades in the course will be calculated on a curve.

Final grades in this course will be based on the following components:

- **Class Participation**.................................10%
- **Reflection Journal Assignments**........................................5%
- **Peer Coaching**.........................................................5%
- **Team Case Analyses**..................................................10%
- **Team Leadership Case**..............................................30%
- **Individual Leadership Action Plan**...........................40%
CLASS PARTICIPATION: Participation grades will reflect your contribution to the overall class and to your team; this means you have attended class regularly, completed the assigned readings prior to each class, and actively participated in class discussion in a professional, value-added manner. I want to stress that in our class discussions, I am not looking for “right” answers, but comments that demonstrate thoughtful consideration of the material and its implications for leadership effectiveness. Note that because of the sensitive nature of information shared in the course, I do not allow voice or video recordings.

REFLECTION JOURNALS: Reflection journals are an important part of the course and will be required. For the first part of the course, where I introduce the domains of the model, each student will be required to turn in reflection journal notes on how each domain relates to his/her own strengths and weaknesses, lingering questions, plans for action, etc. Each student will receive 360 feedback data that can be analyzed and used in this assignment. The idea is to be able to take each piece of the leadership puzzle that we review in class and immediately apply it to understanding your own strengths and weaknesses, how you might try to improve – in other words, to both gain personal insight and also to better understand the model in practical terms.

Reflection Journal Summaries: As we examine each domain in class, reflection journal summaries will be due according to the schedule listed below under “Reflection Journal Deadlines.” These will be turned in electronically. Although there are no length requirements or limitations, to reflect in sufficient depth, I would expect that the journal length will range from 1-3 pages for each of the six domains. I also expect that the 360 data will be analyzed and form part of the basis for reflection journal.

Grading: The reflection journals will be graded only in terms of whether they are submitted on time.

Reflection Journal Deadlines: Reflection journals will be due electronically by 11:59pm on the date specified below. No late submissions (without prior approval) will be accepted.
- Personal – due Sunday, April 13
- Relational – due Sunday, April 20
- Contextual – due Sunday, April 27
- Inspirational, Supportive – due Sunday, May 4
- Responsible – due Friday, May 9

Electronic Submission of Reflection Journals: Please submit your document through Canvas. To do this, login to Canvas (canvas.uw.edu), choose this course, click on “Assignments”, then find the assignment name (e.g., “Contextual Leadership Reflection Journal Entry”), then upload your file using the “Submit Assignment” feature on the top right of the screen. Title the document with your last name and the name of the leadership dimension discussed in your journal entry (e.g., Hernandez_Contextual.doc).

PEER COACHING: A key element in working your way through the 360 results is finding someone in the course to serve as a guide, sounding board, and support person. You are expected
to meet once per week with their peer coach and prepare for meetings by sending each other your reflection journals, as well as sharing your 360 degree data.

You will receive 5% for serving as a peer coach. This is an all-or-nothing grade; you either get this 5% or not, depending on whether you have served as a peer coach. (If you have trouble finding someone to coach, let me know early in the class.) If the person you coach feels you made a real effort to help interpret the 360, he or she will submit a certification to that effect before the end of the term. Peer coaching certifications can be informal and short; a one paragraph statement summarizing your peer coach’s contributions throughout the quarter will suffice. No additional credit will be given for serving as a peer coach for more than one person. Peer coaching certifications are due by 11:59pm on Wednesday, June 4 —send your certification to me by e-mail.

**TEAM CASE ANALYSES:** For a number of class sessions during the course there is a team case assignment. For these assignments, each team will prepare and turn in a brief analysis - the equivalent of 3-4 detailed power point slides. These analyses will be submitted electronically prior to class. Each session, one team will be asked to present their analysis to the class. Like the reflection journals, these assignments are graded solely in terms of whether they are submitted on time.

**Electronic Submission of Team Assignments:** Please submit your document through Canvas following the same procedure as detailed under “Electronic Submission of Reflection Journal”. Choose only one person from the team to submit the assignment and title the document with your team number and case name (e.g., team4_undefeated.ppt).

**MAJOR ASSIGNMENT 1 – TEAM PAPER – ANALYZING A LEADERSHIP CASE:** In your teams, you will prepare a leadership case analysis (approximately 6-7 pages, 3000-3500 words) that examines a leader in terms of the domains of the leadership model discussed during the term. This is an opportunity to explore in-depth a leader you particularly admire or dislike. This assignment must assess the leader’s strengths and weaknesses both within and across domains, and you must ground those analyses in facts. Additionally, teams will present their case analysis to the class. The presentation should be 10-15 minutes long and will constitute part of your paper grade. Specific grading criteria are posted under “Course Documents” on Canvas. Electronic copies of the papers and PowerPoint slides are due by 11:59pm on Sunday, May 11. Electronic submission of this team assignment is accomplished in the same manner as the Team Case Analyses.

**MAJOR ASSIGNMENT 2 – INDIVIDUAL PAPER – THE INDIVIDUAL ACTION PLAN (IAP):** This assignment is not about a famous leader but about applying what we have learned to your own leadership development in an immediate and concrete way. Following a similar structure to the team paper, you are expected to construct within and across domain analyses of your leadership behaviors. Accordingly, you will be expected to use your 360 feedback; the preparation of the reflection journals and using the coaching feedback along the way are intended to make this project cumulative and very practically useful. Building on your 360 feedback, your reflection journal entries, our analyses of various cases in class, and your analysis of a famous leader, the
goal here is for you to apply the material from the entire quarter to your own leadership development.

As outlined in the grading criteria posted under “Course Documents” on Canvas, your paper should contain three elements: (1) A within domain analysis; your paper should briefly explain pertinent background information about your career and professional development/experience, and then analyze your leadership behaviors within each of the six domains. (2) An across domain analysis; you should identify trends across domains to detect “root causes” of weaker and stronger leadership behaviors and effects. For example, in terms of honing in on areas for development, if you could change only one or two behaviors that would have the most significant impact on your overall leadership effectiveness, what would it/they be? (3) Action plan; your plan should reflect the conclusions and insights you develop in your within and across domain analyses. I encourage you to think of concrete actions, limiting yourself to 1 or 2 key behavioral changes; also, consider who can help keep you accountable for your action items? What timeline or milestones should you set? When and how will you access your progress and achievements? The more specific you can be in your action planning, the higher chance of success you will have in implementing significant, lasting change.

Individual action plans should typically be no more than 2500 words, but length can vary depending upon your reflection and intended actions. This assignment is due by 11:59pm on Saturday, June 7. Electronic submission of the Individual Action Plan assignment is accomplished in a manner similar to that used for the reflection journal assignments. Title your document with your last name and “IAP” (e.g., Hernandez_IAP.doc).

360 Feedback

General Description: A core focus of the course is helping you to use your own ideas, vision, and aptitudes to become a more effective leader. The 360-degree survey (the Six Domain Leadership Survey, “SDLS”) is the beginning of this introspective process. The survey assesses your leadership strengths and weaknesses across six core domains and can be used to gain invaluable information about how you lead. Since it focuses on your leadership actions, not your personality traits, it raises issues you can work on. It is intended to make the issues discussed in class more personally relevant in terms of personal insight and action implications.

This 360 instrument has been used very successfully with both seasoned senior executives and younger middle managers. Its success for you depends on how much you are willing to be reflective and to push yourself. The 360 instrument can be a key part of this process, so I hope you will utilize it fully.

The Process of Collecting the Data
Step 1: Filling out the Survey. Go to http://www.deltaleadership.com/sdls. Click on the “Buy Now” link. You will be required to register, and then to enter a credit card in order to purchase the survey; the cost is $66. Make sure to use your school email address, “uw.edu,” and consistently use this address when communicating with your evaluators. After you purchase the survey, you will receive an email with detailed instructions on how to access the survey and identify other potential raters to whom the survey will be sent. Through the link provided by
Delta Leadership, you will be able to 1) evaluate yourself, 2) enter the names and e-mail addresses of your raters so that they can access the site, and 3) starting Friday, April 11, view your results.

**Step 2: Selecting Raters and Discussing the Deadline and Confidentiality with your Raters.**

It will take a little time to coordinate survey respondents, so you should initiate this process as soon as you can. The minimum requirement is that each student completes the instrument on themselves. Obtaining feedback from others (people with whom you have worked or are working on team projects) is not required but is **strongly** encouraged to gain the most from the feedback. You should ask 3-5 people from each category (direct report, peer, supervisor) who have worked with you on team projects to complete the survey. You can also ask people who worked with you in other contexts and who can evaluate your leadership skills to rate you using the “other rater” category.

You should select people who have worked with you on projects in the not-too-distant past. You do **not** need to select people from teams you have formally led because the instrument is designed to assess both informal and formal leadership actions in teams. I suggest contacting personally the people you would like to ask to provide evaluations in order to make sure they are willing and able to do the evaluations in the next few days. You might stress to them that responses are anonymous and confidential. The instrument will report to you only averages on the ratings by teammates, so you will not know who gave what rating. Also, any comments that your respondents make on the survey will be shown without telling you who entered the comment, but the comment will be reported exactly as they had been entered by the respondent. You should not just select people you have had good working relationships with — select both people with whom you got along with well and those you did not, so that you can get a good general picture of how you lead across different contexts.

The SDLS also offers you an additional rater category, “other raters.” You can use the “Other Rater” category to ask for leadership ratings from people who have had an opportunity to observe your leadership but who were not your UW teammates or work colleagues. For example, if you want to get ratings of your leadership from a family member, close friend, or spouse, this is the category to use for them.

Once you have entered the name and e-mail address of a rater, he or she will be contacted directly by Delta Leadership Inc. and asked to complete the SDLS on you.

**Step 3: Accessing Results.** An email from Delta Leadership Inc. will provide you with detailed technical instructions for this entirely web-based survey. Its web-based design allows the survey to be filled out remotely, easily, and confidentially.

**MGMT545 Alumni Coaching Program:** Alumni coaching offers you an opportunity to receive coaching from a Foster School graduate of my class. This coaching is an additional resource for your leadership development and, in particular, your IAP. Involvement in the alumni coaching program will be optional to you, and will be in addition to your peer coaching requirement.
Peer coaching will begin the first week of class; however, the alumni coaching will become available only after Week 5. I encourage you to set up your first meeting for Week 6. The program is set-up in this way for three reasons: To give you a chance to (1) first develop a relationship with your peer coach and (2) have the opportunity to learn about the entire leadership framework before meeting with your alumni coach. (3) While peer coaching can enable you to focus primarily on processing and analyzing the survey and class information during the first half of the class, alumni coaching can help you solidify those insights into tangible action items.

Alumni coaching will be one-way (they will offer you feedback) and feedback meetings will be limited to 3 or 4 1hr. meetings, Weeks 6-10 of the course. You are expected to share your 360 survey data, reflection journals and IAP draft(s) with your alumni coaches in order to facilitate their feedback to you. Our TA, Cristiano Guarana (guarana@uw.edu) will facilitate the matching process. As we get closer to Week 5, more details about the alumni coaching program will be provided in class.

HONOR CODE: The University of Washington’s Student Conduct Code applies to all course activities. All individual assignments must be completed by you yourself; all team assignments must be completed by the members of the team, without the aid of other individuals. Keep in mind that it is dishonest to put a team member’s name on an assignment if that student did not contribute to the product and that I would consider it an academic integrity violation to do so. Therefore, if a team member is not contributing, the team should address the issue within the team first, and come to me for assistance early if my help is needed. Additionally, you are encouraged to conduct research beyond course materials, but you must not use helpers or any write-ups prepared by anyone outside of class without proper citation of the work referenced or the person interviewed. Refer to the following website for additional information on what constitutes cheating and plagiarism: http://owl.english.purdue.edu/owl/resource/589/02/. Additionally, an instructional video can be found at http://www.youtube.com/watch?v=sQGBhZ0ov6o. Finally, if you are unsure if any particular action would be a violation of the code of conduct, please consult with me.

LATE ASSIGNMENTS: You will be penalized 20% of the earned grade for each day a major assignment is late. The journal submission and team case analysis assignments will not receive credit (that is, your overall grade for this portion of the course will decline to a degree proportional to the number of such assignments) if submitted late. If exceptional circumstances arise, let me know and we may be able to work out an alternative arrangement for you to avoid these penalties.

ANSWERS TO QUESTIONS AND DISCUSSION OF PROBLEMS: You should feel free to contact me at the email or phone number listed above if you have any questions about the course, readings, assignments, or any other course-related matter. In particular, if you think you might have a problem meeting an assignment deadline, you must contact me to explore options before the deadline, rather than after. Of course, if you have any questions about your grade or are concerned about any of these course requirements, please contact me.

ADDITIONAL RECOMMENDED MATERIALS: If you have a favorite leadership reading or video to recommend, let me know and I will try to add it to my arsenal.
COURSE OUTLINE AND ASSIGNMENTS

SESSION 1 (MONDAY, MARCH 31): WHAT IS LEADERSHIP? INTRODUCTION TO THE COURSE

Pre-assignment Required Reading:
- Leaders learn to heed the voice within. S. Sherman. *Fortune.*

Pre-assignment Case:
- *Martin Luther King, JR.: The man and the dream* (Video to be viewed outside of class; see the MLK viewing guide)

Individual Assignment for the first day of class (due Monday, March 31):
Prepare a detailed 1-2 slide PowerPoint summary of your analysis of the 2 case questions below and submit it electronically on Canvas before class. Have a copy for yourself to refer to in class.

Case Questions (MLK):
1. Can you classify Dr. King’s leadership into the Six Domains model?
2. What effects of his leadership did you see?

SESSIONS 2 & 3 (WEDNESDAY, APRIL 2 AND MONDAY, APRIL 7): PERSONAL LEADERSHIP

Required Reading:

Review LEAD Readings:

Case:
- *Peter Browning & Continental Whitecap (A)* (HBSP 9-486-090)

Team Assignment (due Monday, April 7):
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the Peter Browning case questions (below) and submit it electronically on Canvas before class.

Case Questions (Peter Browning):
1. What kind of personal attributes does Peter Browning bring to his difficult assignment?
Which of these will help him and which may be an obstacle? How can he project his leadership qualities appropriately?

2. What does Browning see as the key problem(s)? What is his vision – and how can he develop his vision for Whitecap?

3. Projecting a leader’s characteristics is an important part of the leader-follower relationship, but it depends upon actually understanding who you are projecting to and what they can and should feel from you as a leader. How well has Browning projected his leadership qualities in a way that is tailored to the various stakeholders he must deal with?

4. If you were in Browning’s position, what would you do? Describe the resources you would draw on and the key actions you would take.

**SESSIONS 4 & 5 (WEDNESDAY, APRIL 9 AND MONDAY, APRIL 14): RELATIONAL LEADERSHIP**

**Required Reading:**
- Leading from the middle: Surviving the squeeze of apparently irreconcilable forces. S.Gabel. *Leadership & Organizational Development Journal*.

**Review LEAD Reading:**

**Case:**
- *Undefeated* (Video to be viewed outside of class; see the Undefeated viewing guide)
- *Eric Hunt* – no write-up due, case will be discussed in class on Wednesday, April 9

**Team Assignment (due Monday, April 14):**
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the *Undefeated* case questions (below) and submit it electronically on Canvas before class.

**Case Questions (Undefeated):**
1. Thinking about his Personal Leadership - Coach Bill has a clear vision for the team. What is it? How does he communicate it? Which aspects of his vision does he emphasize? And how does his vision relate to his values?
2. Examining his Relational Leadership - What does Coach Bill do to understand and connect with the players? What type(s) of trust (i.e., calculative, relational, institutional) does he build and how?
3. Coach Bill demonstrates his concern with Chavis, O.C. and Money throughout the movie. What are the commonalities and differences in how Coach Bill interacts with each player?
4. Thinking ahead to Contextual Leadership - How Coach Bill build a sense of community among the players?
SESSION 6 (WEDNESDAY, APRIL 16): NO LECTURE; PEER COACHING MEETING

Peer Coaching Assignment:
Meet with your peer coach to discuss your SDLS results. Review your scores within each domain, begin to analyze trends within and across domains, and begin to identify action items.

SESSIONS 7 & 8 (MONDAY, APRIL 21 AND WEDNESDAY, APRIL 23): CONTEXTUAL LEADERSHIP

Required Reading:
- How Apple works: Inside the world’s biggest startup. A. Lashinsky. Fortune.

Review LEAD Reading:

Case:
- Steve Jobs: One last thing (Video to be viewed outside of class)

Team Assignment (due Monday, April 21):
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the Steve Jobs case questions (below) and submit it electronically on Canvas before class.

Case Questions (Steve Jobs):
1. What was most striking about Steve Jobs’ leadership when you examine his behaviors over a long period of time?
2. What stayed consistent? What changed?
3. What was the key to his success?
4. If contextual leadership is about providing a sense of coherent focus, what did Jobs do well or poorly in terms of this criterion?

SESSIONS 9 & 10 (MONDAY, APRIL 28 AND WEDNESDAY, APRIL 30): INSPIRATIONAL AND SUPPORTIVE LEADERSHIP

Required Reading:

Case:
- The King’s Speech (Video to be viewed outside of class; see The King’s Speech viewing guide)
Team Assignment (due Monday, April 28):
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the The King’s Speech case questions (below) and submit it electronically on Canvas before class.

Case Questions (The King’s Speech):
1. How did Bertie/King George’s relationships with his wife, father, and brother shape his understanding of his leadership context? How did this context influence his vision for his country?
2. Lionel Logue did not have the formal qualifications/training of a speech therapist; however, he had to lead upward to motivate Bertie/King George to follow his unconventional methods. How exactly did he do this (i.e., what were his key inspirational and supportive leadership behaviors)?
3. Bertie/King George and Mr. Logue had different leadership strengths and weaknesses. If you were their leadership coach – what is one action item you would help them each realize?
4. King’s George last speech (declaration of war) became a symbol of national resistance. How did King’s George inspire his country in his last speech?

SESSION 11 (MONDAY, MAY 5): RESPONSIBLE LEADERSHIP

Required Reading:

Case:
- Martha McCaskey (A) (HBSP 9-403-114)

Team Assignment (due Monday, May 5):
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the Martha McCaskey case questions (below) and submit it electronically on Canvas before class.

Case Questions (Martha McCaskey):
1. Why is Martha McCaskey in this predicament?
2. Has she done anything wrong ethically?
3. If you were in her shoes, what would you do at the end of the case?

SESSION 12 (WEDNESDAY, MAY 7): LEADERSHIP CONFIGURATIONS & ORGANIZATIONAL FOUNDING

Required Reading:
- none
Case:
- South Pole Explorers (Video case will be shown in class)

Case Questions for Class Discussion (South Pole Explorers):
In class, your team will be assigned one of the three leaders described in the video. You will be asked to answer the questions below based on the video case. We will discuss your analysis.

- What are his weaknesses/strengths?
- In what kinds of situations was he most/least effective as a leader?
- What would be some action items that would address his principal development needs within and across the leadership domains?

SESSIONS 13 & 14 (MONDAY, MAY 12 AND WEDNESDAY, MAY 14): TEAM PAPER PRESENTATIONS
Each team will have approx. 10-15 minutes to present the individual leader case analysis they developed as their team paper assignment. Papers and PowerPoint presentations are due electronically by 11:59pm on Sunday, May 11.

SESSION 15 (MONDAY, MAY 19): LEADING IN THE MIDDLE

Required Reading:
- none

Review Readings:
- Leading from the middle: Surviving the squeeze of apparently irreconcilable forces. S.Gabel. Leadership & Organizational Development Journal.
- Eric Hunt – no write-up due.

Case:
- Jeanne Lewis at Staples (A) (HBSP 400-065)

Team Assignment:
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the Jeanne Lewis at Staples case questions (below) and submit it electronically on Canvas before class.

Case Questions (Jeanne Lewis at Staples):
1. What is Lewis’ leadership challenge?
2. Lewis must lead in the middle in a number of ways. How does she lead up? Laterally? Down?
3. Is there a particular direction toward which she needs to dedicate more focus? Why is this important? How can she do this?
4. What seem to be her strongest and weakest domains of leadership? What follower effects does she need to improve?
5. What South Pole Explorer does she most resemble and why?
SESSION 16 (WEDNESDAY, MAY 21): LEADING ACROSS DIVIDES

Required Reading:

Case:
- Ann Hopkins (A) (HBSP 9-391-155)

Team Assignment:
In class, you will debate the central issue in the Ann Hopkins case: Should Ann Hopkins have been promoted to Partner at Price Waterhouse? You will have 10-15 minutes to prepare your arguments (across teams). You will then have a chance to make opening and closing arguments as well as time for rebuttal from each side. We will wrap up the debate by discussing the broader implications for leadership behavior and attitudes.

SESSION 17 (MONDAY, MAY 26: MEMORIAL DAY HOLIDAY): NO LECTURE

SESSION 18 (WEDNESDAY, MAY 28) IAP WORKSHOP AND INTRODUCTION TO LEADING CHANGE

Individual Assignment: Bring your rough draft/outline of your IAP to class. You will have an opportunity to discuss and brainstorm ideas for your action plan in small break-out groups.

Points of Discussion (IAP workshop):
1. How to integrate your 360 evaluations and reflections from your journal entries.
2. How to organize your analysis.
3. How to identify themes within and across domains.
4. How to be creative in designing your action plan.
5. Are you on the right track?

SESSION 19 (MONDAY, JUNE 2): LEADING THROUGH TIMES OF CRISIS, CHANGE, AND BEYOND

Required Reading:
Case:
  - *Glory* (Video case to be viewed outside of class; see the Glory viewing guide)

**Team Assignment (due Monday, June 2):**
Prepare a PowerPoint summary (approx. 3-4 slides in length should be sufficient) of your analysis of the *Glory* case questions (below) and submit it electronically on Canvas before class.

**Case Questions (Glory):**
1. What leadership strengths and weaknesses did Col. Shaw bring to the situation he faced?
2. How did he combat resistance to change? What were the turning points in his fight for change and what did he learn from these experiences?
3. What role(s) did his relationships with followers play in (a) carrying out the process of and (b) institutionalizing change?

**Individual Assignment:**
Take 20 minutes, in a quiet place where you can be alone, to reflect on your career choices and aspirations. How would you describe your previous work life, as a job career, or calling? What is the work life you envision for the medium to long term?

**SESSION 20 (WEDNESDAY, JUNE 4): WRAP-UP MEETINGS WITH PEER AND/OR ALUMNI COACHES**

**Individual Assignment:**
Meet with your peer and/or alumni coaches this week to wrap-up your discussions and review/finalize your IAP.
LIST OF DELIVERABLES BY DATE

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<thead>
<tr>
<th>DUE DATE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Monday, March 31 – before class</td>
<td>Submit MLK individual case analysis</td>
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<tr>
<td>By Friday April 4 by 5:00pm</td>
<td>▪ Email me a list of your team members and the name of your peer coach</td>
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<td>▪ Purchase course pack and 360 survey;</td>
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<td>▪ Send out invitations to survey respondents through survey system AND personally email or call</td>
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<td>your respondents to let them know about the survey process/turnaround time</td>
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<tr>
<td>Monday, April 7 – before class</td>
<td>Submit Peter Browning team case analysis</td>
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<tr>
<td>Friday, April 11</td>
<td>360 survey responses should be completed (including self-evaluation); results will become</td>
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<td>available online on this day</td>
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<tr>
<td>Sunday, April 13 by 11:59pm</td>
<td>Submit Personal Leadership journal entry</td>
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<tr>
<td>Monday, April 14 – before class</td>
<td>Submit Undefeated team case analysis</td>
</tr>
<tr>
<td>Sunday, April 20 by 11:59pm</td>
<td>Submit Relational Leadership journal entry</td>
</tr>
<tr>
<td>Monday, April 21 – before class</td>
<td>Submit Steve Jobs team case analysis</td>
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<tr>
<td>Sunday, April 27 by 11:59pm</td>
<td>Submit Contextual Leadership journal entry</td>
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<td>This week – sign-up for alumni coaching program (email <a href="mailto:guarana@uw.edu">guarana@uw.edu</a>)</td>
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<tr>
<td>Monday, April 28 – before class</td>
<td>Submit The King’s Speech team case analysis</td>
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<td>▪ Email me the topic for your team case paper</td>
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<tr>
<td>Sunday, May 4 by 11:59pm</td>
<td>Submit Inspirational and Supportive Leadership journal entry</td>
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<td>This week – contact your alumni coach to set up first meeting</td>
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<tr>
<td>Monday, May 5 – before class</td>
<td>Submit Martha McCaskey team case analysis</td>
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<tr>
<td>Friday, May 9 by 11:59pm</td>
<td>Submit Responsible Leadership journal entry</td>
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<tr>
<td>Sunday, May 11 by 11:59pm</td>
<td>Submit Team Paper and Presentation</td>
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<tr>
<td>Monday, May 19– before class</td>
<td>Submit Jeanne Lewis at Staples team case analysis</td>
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<tr>
<td>Wednesday, May 21</td>
<td>Come to class prepared for Ann Hopkins debate; no write-up due</td>
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<tr>
<td>Wednesday, May 28</td>
<td>Bring a first draft of your IAP to class to discuss in the IAP workshop</td>
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<tr>
<td>Monday, June 2 – before class</td>
<td>Submit Glory team case analysis</td>
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<tr>
<td>Wednesday, June 4 by 11:59pm</td>
<td>Email me your peer coaching certification</td>
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<tr>
<td>Saturday, June 7 by 11:59pm</td>
<td>Submit your IAP</td>
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</tbody>
</table>

**Note:** This is not an exhaustive list of class assignments. It should be used as a guide for managing your time. Please double check with me if you have any doubts about when and how to complete class assignments. Also, in addition to deliverables, class readings should be completed by the day of the lecture under which they are listed in pages 8-14 of this document.