MGMT 545: Leading & Managing High-Performance Organizations
Daytime Section, Wednesdays 1:30-4:50 p.m., DEM 104
Evening Section, Wednesdays, 6:00-9:20 p.m., DEM 104
Spring, 2019

Professor
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Email: farh@uw.edu
Office hours: 2:30-4:00 p.m. on Tuesdays (please email ahead), or by appointment.

Course Web Page
https://canvas.uw.edu. All supplemental course materials and important updates and announcements will be posted on the class web page.

Course pack/Readings/Additional Material
All course materials will be made available on Canvas or in class.

I. Course Introduction

Leadership is both an art and a science. It is a way of thinking and behaving, as well as a set of skills that can be developed and honed throughout a lifetime. In the first half of this course, we build a foundation for leadership by understanding and harnessing the unique leadership potential of each participant, as well as finding their authentic leadership. Then, in the second half, we will equip students with conceptual frameworks and skills development opportunities to enact the Full Range Leadership model when relating and influencing others. We achieve both of these objectives using guided self-reflection, self-assessment, and skill building. The competencies acquired during this course will assist students in realizing their full leadership potential, whether in personal or professional settings, and provide a foundation for ongoing growth and development. We'll take this journey together by understanding successful approaches to Leading the Self, Leading Others, and Leading Organizations.

Objectives:

- To enable students to understand their leadership journeys by reflecting upon and framing their life stories, experiences, and crucibles to date.
- To gain clarity about their leadership principles, values, and motivated capabilities to guide their authentic leadership purpose.
- To build full range leadership skills that produce immediate positive results in personal, professional and community contexts.
- To ignite a lifelong desire for continued leadership development in every participant.
II. Instructional Methods & Leadership Development Groups

To meet these objectives, this course is designed as a workshop. In each session, we will use a variety of instructional methods – including readings, lectures, exercises, case examples, and class discussion – to explore new content pertaining to effective leadership. In preparation for each class, participants are expected to:

✓ Read all session preparatory materials, identifying key concepts that reinforce or add to knowledge of leadership principles and be prepared to share thoughts with class peers and the instructor.

✓ Come to each session prepared to actively engage in a discussion of session topics, ask questions, make thoughtful contributions and be fully engaged in the conversation.

✓ Produce a written reflection on readings and discussion topics. These reflections serve as a starting point for conversation for personal development in LDGs (see below).

Participants will have the opportunity to deeply reflect on their own individual leadership experiences and challenges and help develop others’ leadership in their Leadership Development Group (LDG). LDGs are 4 or 5-person groups assigned in advance by the professor with the intent of providing a diverse group. LDGs meet in the second half of class on most Wednesdays in various breakout rooms, with assigned topics and rotating facilitators drawn from the group.

The LDGs are a crucial element of the course. These groups enable students to discuss personal materials in a more intimate group setting and to encourage a higher level of openness and reflection than may be possible in the class setting. As a result, significant preparation is required for each LDG session, based on a series of introspective exercises requiring 1.5-2 hours per week to complete. Furthermore, a number of individual and group deliverables due as a part of this course revolve around LDG life (to be explained below). Attendance at these meetings is considered like normal class time (i.e., it is mandatory), and a record of attendance and tardiness will be maintained.

Prior to the first meeting of your LDG, all students should read the LDG Facilitator’s Guide available on Canvas. Each student will have the opportunity to facilitate one session during the course. Facilitators will receive suggested discussion questions from the professor prior to the LDG to discuss that week’s meeting. Following the LDG meeting, facilitators will submit via online survey a summary of the group’s discussion, including attendance records and open questions that can be used in large group recap in the next lecture.
III. Assignments

Here are the components that will comprise your final grade for the course:

- Leadership assessments (5%)
- Reflection assignments (20%)
- Respected leader interview & showcase presentation (25%)
- Leadership development activity (20%)
- Leadership development plan (20%)
- Course participation (10%)

Please see the Deliverable Guidelines document for full details and deadlines.

A. Leadership assessments. The best way to learn, especially about leadership, is for each student to actively participate in class exercises and to focus on their unique leadership development opportunities. Toward this second purpose, participants will be required to complete two surveys and use the results to explore their leadership strengths and opportunities for development throughout the course. These include a Developmental Readiness self-assessment and a 360-degree Leadership Survey (includes a self-assessment as well as input from colleagues, supervisors, and followers). Details on how to access and complete these surveys can be found in the Deliverable Guidelines document.

B. Reflection assignments. Leadership is a highly personal endeavor. The purpose of these reflection assignments is to help you develop a better understanding of your own identity as a leader. During the course you will be asked to reflect on a series of leadership questions, put your thoughts into writing, and then share them with your LDG for feedback and inspiration. Naturally, this process involves probing, analyzing, synthesizing, struggling and confronting old beliefs with new ideas – all necessary steps along the leadership journey. Details on the content of each reflection assignment can be found in the Deliverable Guidelines document.

C. Respected leader interview & showcase presentation. The purpose of this exercise is to help you gain insight about key aspects of leadership from a set of people who have influenced you. This exercise will also give you inspiration for your own leadership journey, and material for your final paper. The assignment involves two parts: first, individually interviewing a respected leader; second, as a team, compiling key findings to create a showcase presentation exploring common themes and points of departure, presented to the class to enrich our collective understanding of what it means to be an authentic leader and lead others. Details on interview questions and guidelines for preparing your showcase presentation can be found in the Deliverable Guidelines document.

D. Leadership development activity. A crucial element of good leadership is learning not only how to develop yourself, but also to develop leadership skills in others. Toward this purpose, each LDG team will develop a 30 minute leadership development activity designed to enhance participants' proficiency in enacting leader behaviors associated
with transactional, transformational, or empowering leadership. On the designated day, the team will lead the class through the development activity. Details on how to design your leadership development presentation/activity can be found in the Deliverable Guidelines document.

E. Leadership development plan. This assignment, in lieu of a final exam, is a culmination of your learnings on leadership, applied to yourself. Based on your experiences in class, the respected leader interview, the feedback of your peers and from your assessments, and your self-reflection during the course, you will complete a development plan to help guide your leadership development moving forward. Not to exceed 1,500 words, describe the purpose of your leadership, the principles and values that will guide and inform your leadership. Discuss the areas of your development as an authentic leader and in your full range leadership that you plan to focus on in the years ahead, and the steps you plan to take to become a more effective and authentic leader. If you have completed a development plan as part of your first year LEAD course, this is a great opportunity to update it as you complete business school. Details on the content of this assignment and grading criteria can be found in the Deliverable Guidelines document.

F. Course participation. Course learning is greatly enriched by discussion and participation by students. Attendance and insightful participation are critical for engaging with the material and is expected. To ensure that a diversity of perspectives are sampled, I use a random call list to solicit participation in class. Your in-class participation grade will be graded several times throughout the course, a scale from 1 (lowest) through 5 (highest), using the criteria below. Full points are awarded to those who:

- Offer analysis, synthesis, and evaluation of course material (e.g., puts together pieces of the discussion to develop new approaches that take the class further, links material to readings, course content, other discussions, experiences, etc.)
- Contribute in a significant way to ongoing discussion (e.g., keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative approaches to the material, etc.)
- Demonstrate active ongoing involvement (e.g., contributes both when called on or on one’s own initiative)

Although you are expected to participate fully in the exercises in each class session, you need not speak up every time we meet. Note that the personal introduction video and online LDG debrief surveys also contribute to your overall participation grade.

IV. Other Details

A. Class Attendance

Attendance to all class sessions (including LDG meetings) are critical to your learning experience in this course. In accordance with Foster MBA Program policy, attendance is required aside from circumstances related to (1) illness or (2) unavoidable conflict with a job or internship interview that cannot be rescheduled. Regardless of the rationale for
missing a class meeting, please note that you are responsible for the learning experience that takes place in your absence; please work within your LDG to address any material you may have missed, and please contact me afterward should you have questions or concerns about course content.

B. Laptop and Electronics Policy

This class is “unplugged.” Research shows that being online (surfing the Web, checking email, texting, etc.) inhibits your ability to learn and distracts those around you (including me). Therefore, once class starts, all electronics (e.g., computers, cell phones, tablets, etc.) should be turned off and put away unless it is needed for a particular class activity or exercise. If you need to use a device because of a language or disability issue, you need to secure permission at the beginning of the class. The misuse of an electronic device (e.g., surfing the web or texting) will adversely affect your class participation grade.

C. The Honor Code

I employ the principles and procedures espoused by the Foster School of Business MBA Honor System to maintain academic integrity in the course. The Honor Code of the Foster School expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations of the Honor Code will be handled by referral of the matter to the Foster MBA Honor Council.

I expect that you will complete all deliverables required in the course in accordance with the principles of the Honor Code and submit them by the due dates assigned.

D. Special Needs

If you have special needs due to a physical, emotional, or learning disability, contact me by the end of the first week of class. I will accommodate students’ special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disabled Student Services to develop reasonable accommodations. For an appointment with a counselor, call 543-8924 (voice) or 543-8925 (TTY), or e-mail uwdss@u.washington.edu.