MGMT 545:
LEADING AND MANAGING HIGH-PERFORMING ORGANIZATIONS

Professor: Ryan Fehr  
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Office: Paccar #565

Course Meeting Time:  
Thursdays 6-9:30pm in Paccar 293

My office hours are officially after class on Thursdays, but I’m happy to schedule meetings outside of office hours too. In case of an emergency, you can reach me on my cell phone at 908.674.0568.

COURSE OVERVIEW

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 will build a foundation for leadership by understanding and harnessing our unique leadership potential and finding our authentic leadership. Then, in the second half, we will examine conceptual frameworks and develop skills aimed at relating to and influencing others. We will achieve these objectives through guided self-reflections, self-assessments, and skill building. The competencies acquired during this course will assist you in realizing your full leadership potential, whether in personal or professional settings, and provide a foundation for your ongoing growth and development. We’ll take this journey together by understanding successful approaches to leading others as well as ourselves.

Our Objectives:

• To enable students to understand their leadership journeys by reflecting upon and framing their life stories, experiences, and crucibles.
• To help students gain clarity about their leadership principles, values, and motivated capabilities to guide their authentic leadership purpose.
• To build 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.

INSTRUCTOR OVERVIEW

Ryan Fehr is an Associate Professor and Michael G. Foster Faculty Fellow, based in the Department of Management. He’s worked everywhere from a small startup to a multinational HR firm, and received his PhD in organizational psychology from the University of Maryland. In his role as a business professor, he’s consulted for organizations ranging from San Francisco-based design firm IDEO to China’s largest producer of airline food. His work has been featured in news outlets such as the New York Times and Wall Street Journal, and in books ranging from Dan Pink’s bestseller When to the not-quite-as-good-seller Dummies Guide to Getting a Job After 50. He lives in Capitol Hill with his wife and 2 year old daughter, photos of whom he’ll probably try to shoehorn into the class more than once.
INSTRUCTIONAL METHODS AND LEADERSHIP DEVELOPMENT GROUPS

To meet our 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 days 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.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Topic</th>
<th>Student-Led Class Activities</th>
<th>Readings and Deliverables</th>
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| Week #1: January 9<sup>th</sup> | Defining and Developing Leadership               | • LDG Meeting #1             | • Read: What leaders really do  
• Read: Discovering your authentic leadership  
• Submit: Reflection #1                       |
| Week #2: January 16<sup>th</sup> | Life Stories & Leadership Journeys               | • LDG Meeting #2             | • Read: What’s your story  
• Read: The four truths of the storyteller  
• Submit: Developmental readiness survey  
• Submit: Reflection #2                       |
| Week #3: January 23<sup>rd</sup> | Crucibles of Leadership & Developmental Readiness| • LDG Meeting #3             | • Read: Crucibles of leadership  
• Read: Your developmental readiness report  
• Submit: Reflection #3                       |
| Week #4: January 30<sup>th</sup> | Leading with Purpose                             | • LDG Meeting #4             | • Read: From purpose to impact  
• Read: The authenticity paradox  
• Submit: Reflection #4                       |
| Week #5: February 6<sup>th</sup> | Building a Foundation: Transactional Leadership  | • Transactional leadership development activities | • Read: Connect then lead  
• Read: Fair process  
Submit: Leadership development activities (transactional leadership) |
| Week #6: February 13<sup>th</sup> | Motivating Action: Charismatic and Servant Leadership | • Charismatic and servant leadership development activities | • Read: Learning charisma  
• Read: Givers and takers  
Submit: Leadership development activities (charismatic and servant leadership) |
| Week #7: February 20<sup>th</sup> | Turning Followers into Leaders: Empowering Leadership | • Empowering leadership development activities | • Read: Six myths about empowering employees  
• Read: The power of listening  
Submit: Leadership development activities (empowering leadership) |
| Week #8: February 27<sup>th</sup> | Leadership in Popular Culture                    | • Leadership in film presentations  
• LDG Meeting #5                              | • Submit: Leadership in film presentations  
• Submit: Reflection #5                       |
| Week #9: March 5<sup>th</sup> | Leadership in a Diverse World                    | • LDG Meeting #6             | • Read: Women and the labyrinth of leadership  
• Read: Being the boss in Brussels Boston and Beijing  
• Submit: Reflection #6                       |
| Week #10: March 12<sup>th</sup> | Bringing it All Together                         | • LDG Meeting #7             | • Read: Why leaders lose their way  
• Read: In praise of the incomplete leader  
Submit: Leadership development plan  
Submit: Reflection #7                       |
WORKLOAD AND GRADING

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

- **Reflection assignments** (14 points)
- **Course engagement** (10 points)
- **Leadership in film paper & presentation** (25 points)
- **Leadership development activity** (25 points)
- **Leadership development plan** (26 points)

**A. 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.

**B. Course engagement.** This class is centered around in-person conversation, discussion in your LDGs, and participation in group activities. Therefore, it is important that you carefully prepare for each week by doing the assigned readings, reflections, etc. It is **vital** for you to attend class and, on LDG days, come prepared for extensive discussion with your groups. If you must miss class please inform me by email. You must also inform your LDG ahead of time if you must miss an LDG breakout session. Note that LDG debriefs are counted as part of your course engagement grade.

**C. Leadership in film paper and presentation.** The purpose of this exercise is to help you gain insight about key aspects of leadership from a unique angle. This exercise will also give you inspiration for your own leadership journey, and material for your final paper. The assignment involves two parts: first, watching and analyzing leadership lessons from a film; second, as a team, compiling key findings to create a paper and 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 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, servant, charismatic, 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 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.
OTHER POLICIES

Class Attendance
Attendance to all class sessions (including LDG meetings) is 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.

Lecture Slides and Recordings
I will post the lecture slides on Canvas after each classroom session. Although having the slides during the lecture might seem like a good way to learn the material, experimental evidence indicates that this approach actually impairs learning by shifting you toward a more passive mindset. Taking notes in class is a terrific way to encode the class material. Passively flipping the page after every six slides is not. All of my slides are numbered in the lower corner. My advice is that you take notes during class tagged with these numbers, and then match them up with the slides when you download them after class. I will also make Panopto recordings of the lectures available for your review. To ensure student confidentiality, please do not share Panopto recordings with anyone outside of our class.

No Laptops or Cell Phones
Laptop computers and tablets must be turned off and put away during class. Non-class-related work is simply too tempting for some to use them completely constructively. It’s fun to surf the web and read e-mail the moment it arrives in your inbox, but it also doesn’t create the ideal learning environment. If you prefer to keep notes on a computer, you will learn the material better if you take notes on paper during class and then quickly transcribe them afterward. All cell phones must also be turned off and put away during class. An exception to these rules is made on specific days of class, outlined in the syllabus, where a laptop will be needed to complete specific class exercises.

Student Conduct
I employ the policies espoused by the Foster School of Business Honor Code to maintain academic integrity in the course. The Honor Code of the Foster School of Business expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations will be referred to the Foster Honor Council.

Special Needs
If you have special needs due to a physical, emotional, or learning disability, immediately contact me. I will accommodate students’ special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disability Resources for Students to develop reasonable accommodations: 543-8924 (voice) or 543-8925 (TTY), or email uwdrs@uw.edu.