

# MGMT 545: Leading and Managing High-Performing Organizations

Fall 2021, Thursday 6-930pm (PCAR 395)

## Instructor Information:

Professor: Dr. Elijah Wee (Office: PACCAR 579)  
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## *Disclaimer*

We are presented with the unique opportunity to (finally) transit back to in-person class for the Fall 2021 quarter. At the same time, we recognize that we are feeling anxious about what the Fall quarter might look like. In view of these extraordinary and dynamic circumstances that we are in, here are the two principles that we should abide by:

- 1. The humane option is the best option.** We are going to continue to prioritize supporting each other as humans. We are going to prioritize simple solutions that make sense of the most. We are going to prioritize sharing resources and communicating clearly to each other.
- 2. We will remain flexible, foster personal accommodations, and adjust to the dynamic situation.** Nobody knows where this is going and what we will need to adapt in the near future. Everyone, including the faculty (that's me), needs support and understanding in this unprecedented and strange moment. I will try my best to foster a climate of learning and support, and I will need your help to make this a positive learning experience for everyone. Please let me know how I can be of help to you during this period and if your immediate situation changes for any reason.

## *COVID-19 Mask Policy:*

Please remember that the current Washington State [indoor mask mandate](#), which took effect Aug. 23, requires everyone to wear a mask indoors. The University of Washington requires students and UW personnel [to attest to their vaccination status](#). The University also has [COVID-testing requirements](#) for students who receive an exemption from the UW's vaccination mandate. Please note that these standards are continually evolving and subject to change.

## *I. COURSE INFORMATION*

### 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 on what you have already learned about authentic leadership in the core MBA class with a focus on improved self-awareness, relationship-building, and attention to balance. Then, in the second half, we will focus on the evidence-based leadership styles of transactional, servant, charismatic, and empowering leadership. We will achieve these objectives through guided self-reflections, self-assessments, group activities, and skill building. The competences acquired in this course will assist you in realizing your full leadership potential, whether in personal or professional settings, and provide a strong foundation

for your ongoing growth and development. We will take this leadership journey together by understanding successful approaches to leading others as well as ourselves.

### **Course Objectives:**

1. To build on what you have already learned about authentic leadership with a deeper focus on self-awareness, relationship-building, and finding balance.
2. To complement your authentic leadership with practical skills in the domains of transactional, charismatic, servant, and empowering leadership.
3. To ignite a lifelong desire for continued leadership development for everyone.

### **Instructor Bio:**

As an organizational researcher, I take a keen interest to answer important and pressing organizational issues through a scientific lens. My research interests include the study of processes that enable the implementation of creative ideas in organizations, continuous change in organizations, and factors that disrupt existing social hierarchies in dyads and teams. I received my Ph.D. in Organizational Behavior at the Robert H. Smith School of Business, University of Maryland. In my role as a business professor, I consulted for organizations ranging from the World Bank, Pan Pacific Hotels Group, and FNP Printing and Publishing. My work has been featured in news outlet such as the *New York Times* and *Harvard Business Review*. Prior to academia, I served as an artillery officer in a field artillery battalion in the Singapore Armed Forces and as a military psychologist in the Singapore Armed Forces Center of Leadership Development. I live in Issaquah with my wife and 5-year-old daughter, who never fails to question the status quo.

### **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 – readings, exercises, case examples, discussions – to explore new content pertaining to effective leadership. In preparation for each class, you are expected to:

1. Read/watch all session preparatory materials, identify key concepts that reinforce or add to knowledge of leadership principles and be prepared to share your insights and thoughts with class peers and the professor.
2. Come to each session prepared to actively engage in a discussion of session topics, ask questions, contribute to thoughtful discussion, and be fully engaged in the class conversation.
3. Produce a written reflection on readings and discussion topics. These reflections serve as a starting point for conversation for personal development in the LDGs (see below).

You will have the opportunity to deeply reflect on your own leadership experiences and challenges, and help develop others' leadership in your assigned **Leadership Development Group (LDG)**. LDGs are 4 or 5-person groups assigned in advance by the professor with the intent of creating diversity in each group. LDGs meet in the second half of the 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 you 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. Furthermore, a number of individual and group deliverables due as part of this course revolve around LDG life (to be

explained below). Attendance at these meetings is considered as class time (i.e., mandatory), and a record of attendance and tardiness will be maintained.

Prior to the first meeting of your LDG, you should review the LDG facilitator's guide available on Canvas. You will have the opportunity to facilitate on session during the course. Facilitators will receive suggested discussion questions from the professor prior to the LDG to discuss the week's meeting. Following the LDG meeting, facilitators will submit a summary of the group discussion (including attendance records and open questions that will be used in the large group recap in the next session) via an online survey.

### **Course Material:**

1. **Life Priorities Simulation.** Please purchase and complete the simulation before Module 4 (Finding Balance) - <https://hbsp.harvard.edu/product/7210-HTM-ENG>

### **Course Communication:**

- **Canvas Access.** A university id and password are required to access Canvas courses.
- **Email & Communications.** I will communicate with you in class and via announcements in Canvas. *You are required to update and maintain your current email address.* Canvas uses this address to send source related email. Failure to update your email address may result in missing important information. Please note that you are responsible for all communications I post on Canvas, regardless of how you choose to receive them.
- **Submission of Deliverables.** Post all deliverables to the **Assignments** folder on course Canvas site unless otherwise instructed.
- **Weekly Report.** I will provide a weekly report to the class. The weekly report (called "W Report") will be posted on Canvas at the end of each week. The purpose of the weekly report is to summarize the learning highlights for the week and to address some students' comments/questions.

## ***II. COURSE EXPECTATIONS***

### **Teaching Philosophy:**

There are two specific values I will emphasize throughout the course: ***mutual respect and ownership of learning***. These two values will help us to create a learning environment that will make you successful in this course. ***Mutual respect*** should be observed not only between the instructor and the student, but it should also be observed among students. Mutual respect sets the nature of our interaction so that we can learn effectively from each other. While I am committed to helping you to be successful, how much you learn and take away from this course is largely dependent on you taking full ***ownership of your own learning***. Taking ownership of learning means staying intellectually engaged during class discussions and being curious about learning beyond what is stipulated in the syllabus. This value of ownership is particularly important because of the online nature of this course. I strongly encourage you to reach out to me if you face any difficulties in your learning.

I am prepared to help you be successful in your learning and development. Therefore, please do not hesitate to approach me if I can assist in your development. ***In summary, I have high expectations of you and of myself, and I specify these expectations in the table below.***

Expectations of students	Expectations of instructor
<ol style="list-style-type: none"> <li>1. Complete all assigned readings/activities prior to each class.</li> <li>2. Review course material at the end of each week</li> <li>3. Actively and respectfully contribute to class.</li> <li>4. Ask questions during lecture when things are unclear.</li> <li>5. Come to LDG well-prepared.</li> <li>6. Contribute to a climate of mutual respect and intellectual curiosity.</li> <li>7. Be the next generation of leaders that you will be through your actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare course content that is relevant and interesting.</li> <li>2. Provide developmental feedback to help students make progress in the course and monitor their success.</li> <li>3. Fairly evaluate students' performance, participation, and professionalism.</li> <li>4. Present new ideas and challenge students to broaden how they think about organizations, management, and their own talents.</li> <li>5. Foster a climate of mutual respect.</li> <li>6. Inspire intellectual curiosity through activities</li> <li>7. Openness to feedback on how to improve quality of instruction.</li> </ol>

**Instructor Performance:** Formal evaluation of the course occurs at the end of the quarter through the course evaluations. However, taking evaluations at the end of the class **does not benefit you** as it is usually too late for the instructor to make any meaningful changes to the course delivery. I will prompt you at the mid-point of the course for your feedback. In addition, please approach me throughout the course to discuss concerns about your learning.

**Classroom Guidelines:** In an effort for us to create a classroom environment that (1) is conducive to your learning and (2) appropriately reflects the organizational professionalism of the contexts we are studying, I have detailed my expectations of professionalism in the form of classroom guidelines below.

1. **Turn off all cell phone ringers off.** If you forget, turn it off quickly. If you are expecting an important call, please feel to step aside to take it.
2. **Be punctual.** Avoid coming to the scheduled classes late or leaving early. I understand unforeseeable things happen that can cause the occasional tardiness. Please inform me before the class if you are going to be late. Chronic lateness is unacceptable, and it will impact your participation grade.
3. **Be thoughtful and respectful in your comments to your classmates.** Avoid speaking or dominating conversations just to be heard.
4. **Respectful functioning in LDGs is required of students.** The same civil discourse, respect for each other's time, and respectful tone must be used in team meetings. Please notify me as soon as possible if there are issues in your team.

**In summary, do not undermine your own reputation by being disrespectful or inconsiderate to fellow students or the instructor, and do not undermine your own ability to be successful by adding distractions.**

**Communication with Instructor:** The fastest way to communicate with me is through my email address. For ease of identification, please use "MGMT545" in your email subject. My goal is to respond to all students' enquiries within 2 working days. If you do not receive a response from me within this period, please follow up with another email after 2 days. However, remember that course announcements are broadcasted via Canvas. Therefore, it is your responsibility to ensure that you can receive these course announcements.

## **Workload and Grading:**

Components of Student Evaluation	Due Date	Percentage
Reflection Assignments	Reflections are due before scheduled class	25%
Course Engagement	Throughout the course Debriefs are due by 11:59pm the next day	20%
Leadership Development Activity	Before class on assigned day	25%
Leadership Development Plan	12/09	30%

**Due Dates:** Assignments are due on dates specified on the course schedule and Canvas. **The deadlines are set before the end of the day (i.e., before 1159pm) in order to be considered for full class credit.** If you have questions about the deadlines, it is your responsibility to proactively clarify the issue with me. Late work will not be accepted for full credit except for compelling reasons and when arrangements are made with me *prior to the due date*. **Given the dynamic and complicated nature of COVID-19, please reach out to me BEFORE the deadline if you faced any difficulties so that I can be of help to you. Otherwise, 25% of the total points possible will be deducted for each day an assignment is late.**

**Detailed descriptions of each assignment will be posted on Canvas and Deliverables Guideline Document with sufficient time for clarification and high-quality completion.**

### **1. Reflection Assignments (25%)**

Leadership is a highly personal endeavor. The purpose of these 6 reflection assignments is to help you develop a better understanding of your 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. This process involves probing, analyzing, synthesizing, struggling, and confronting old beliefs with new ideas – all necessary steps along the leadership journey. Each reflection assignment is expected to range from 2-3 pages (double spaced, 1-inch margins, Times New Roman 12-point font, around 500 words). Details on the content and grading criteria for the reflection assignment can be found on Canvas and in the Deliverables Guideline document.

### **2. Course Engagement (20%)**

This class is centered around discussion during classes, discussion within your assigned LDGs, and participation in group activities. Therefore, it is important that you carefully prepare for each week by doing the assigned readings, reflections, etc. Mirroring the expectations and demands of the working world, my expectations for course engagement include engaged and thoughtful contributions as well as preparedness in course materials. I expect all students to **complete required readings/materials prior to class** and to actively contribute to class discussions during. In order to do this, students must be present during the scheduled sessions to **contribute to class discussion**. It is vital for you to attend class, and on LDG days, do come prepared for extension discussion with your assigned groups. If you must miss class, please inform me by email. You must also inform your LDG ahead of time if you miss an LDG session. Please note that your LDG debriefs (survey at the end of each LDG session) are counted as part of your course engagement grade.

### **3. Leadership Development Activity (25%)**

A crucial element of good leadership is learning not only how to develop yourself, but also to develop leadership skills in others. Towards this purpose, each LDG team will develop a 30-minute leadership development activity, designed to enhance participants' knowledge and behavioral proficiency in enacting a leader behavior associated with transactional, charismatic, servant, or empowering leadership. On the designated day, the team will lead the class through the development activity. The activity may include any of the following elements: role play, simulation, game, video, mini-

lecture, etc. **Your activity must have a skill building element.** Details on the content and grading criteria for the Leadership Development Activity can be found on Canvas and in the Deliverables Guideline document.

#### **4. Leadership Development Plan (30%)**

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. In the paper, 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. Details on the content and grading criteria for the Leadership Development Plan can be found on Canvas and in the Deliverables Guideline document.

### *iii. Course Policies*

#### **Course Attendance**

Attendance to all 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.

#### **Grading Policies**

Throughout the quarter, your assignments will be marked on a percentage scale. For the final grade, I will convert the overall percentage earned to the grade-point equivalent based on the standard grade scale. For example, an overall percentage earned between 98-100% will reflect a 4-point grade. Similarly, an overall percentage earned between 87-88% will reflect a 3.4-point grade. If you have questions about grading practices, please come speak with me. Please come prepared to listen and, if you have points of concern, address them with logic and evidence. I reserve the rights to adjust the final grade for the class.

You are welcome to request a re-grade on any assignment within **one week** of the grading. This means that I will read and evaluate your assignment carefully. Your grade will have the potential to increase, decrease, or stay the same. I encourage you to carefully consider the reasons and evidence why you think your performance grading should be different before you take the potential risk of regrading.

#### **Academic Misconduct**

WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to "Practice high standards of academic and professional honesty and integrity." This means that students will not engage in activities like plagiarism, multiple submissions, (submitting a paper for credit to more than once class), turning in a paper that you didn't write, cheating on exams, or collaborating on individual assignments.

In short, **academic dishonesty WILL NOT BE TOLERATED** in any form. Although you may discuss assignments outside of class, turning in identical assignments, using past assignments or tests or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and could result in more severe penalties as allowed by University policy. Put even more succinctly: do your own work.

At the Foster School, we strive to promote an atmosphere that encourages “better than compliance.” You are a member of a learning community and expected to uphold the fundamental standards of honesty, respect and integrity. It is your responsibility to model these qualities and encourage others to do the same. Towards these ends, we have developed a code of conduct designed to help you make tough decisions and do the right thing.

### **Student Code of 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.

### **Disability Statement**

**Access and Accommodations:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have a letter from the office of Disability Resources for Students indicating you have a disability that requires academic accommodations, **please present the letter to me in the first week of class** so we can discuss the accommodations you might need for this class.

### **Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)

### **Copyright and Confidentiality Notice**

My lectures and course materials, including Keynote presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials that I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

In addition, I will also post recordings of the session after each class to help you in your review of the class discussion and materials. To ensure student confidentiality, please do not share any of the course videos with anyone outside of the class.



### iii. Course Content & Schedule

<u>Date</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Student-Led Activities</u>	<u>Readings and Deliverable(s)</u>
<b>Week 1</b> 09/30	<b>Module 1:</b> Your Journey so far – Reflections and revisions	<ol style="list-style-type: none"> <li>1. Review our understanding of authentic leadership</li> <li>2. Establish class norms and expectations</li> </ol>	<u>LDG Meeting 1</u>	<i>Read: Becoming the boss</i> <i>Submit: Reflection 1</i> <i>Submit: Debrief after class</i>
<b>Week 2</b> 10/07	<b>Module 2:</b> Looking Inward – Self-awareness	<ol style="list-style-type: none"> <li>1. Understand the role of self-awareness to leadership</li> <li>2. Discuss tactics for improving self-awareness</li> </ol>	LDG Meeting 2	<i>Read: What self-awareness really is</i> <i>Submit: Reflection 2</i> <i>Submit: Debrief after class</i>
<b>Week 3</b> 10/14	<b>Module 3:</b> Looking Outward – Support Systems	<ol style="list-style-type: none"> <li>1. Understand the role of support systems to leadership</li> <li>2. Discuss tactics for building meaningful relationships at work</li> </ol>	LDG Meeting 3	<i>Read: Learn to love networking</i> <i>Submit: Reflection 3</i> <i>Submit: Debrief after class</i>
<b>Week 4</b> 10/21	<b>Module 4:</b> Finding Balance – Work and Life	<ol style="list-style-type: none"> <li>1. Understand the role of work-life balance to leadership</li> <li>2. Discuss work-life simulation and its application</li> <li>3. Discuss tactics to balance work-life priorities</li> </ol>	LDG Meeting 4	<i>Submit: Work-life simulation before class</i> <i>Submit: Reflection 4</i> <i>Submit: Debrief after class</i>
<b>Week 5</b> 10/28	<b>Module 5:</b> Building a Foundation: Transactional Leadership	<ol style="list-style-type: none"> <li>1. Discuss the relationship between leadership and power</li> <li>2. Understand how leaders are perceived along dimensions of warmth and competence</li> <li>3. Apply the fairness principles of transactional leadership</li> </ol>	Transactional leadership Developmental Activities (LDG 1 and 2)gfs	<i>Read: Connect then lead</i> <i>Read: Fair process</i> <i>Submit: Leadership Developmental Activities (Transactional leadership)</i>
<b>Week 6</b> 11/04	<b>Module 6:</b> Motivating Action: Charismatic and Servant Leadership	<ol style="list-style-type: none"> <li>1. Understand what is charismatic leadership</li> <li>2. Understand what is servant leadership</li> </ol>	Charismatic and Servant leadership Development Activities (LDG 4 and 5)	<i>Read: Learning Charisma</i> <i>Read: Givers and takers</i> <i>Submit: Leadership Developmental Activities (Charismatic and servant leadership)</i>

Date	Topic	Learning Objectives	Student-Led Activities	Readings and Deliverable(s)
		<ol style="list-style-type: none"> <li>3. Apply developmental activities to cultivate charismatic leadership behaviors</li> <li>4. Apply developmental activities to cultivate servant leadership behaviors</li> </ol>		
<b>Week 7</b> 11/11	<b>Veteran Day Break (No class)</b>			
<b>Week 8</b> 11/18	<b>Module 7: Leadership in a Diverse World</b>	<ol style="list-style-type: none"> <li>1. Discuss ways to lead a diverse group of individuals effectively in the workplace</li> <li>2. Discuss ally tactics to support members of underrepresented groups</li> <li>3. Understand what is empowering leadership</li> <li>4. Apply developmental activities to cultivate empowering leadership behaviors</li> </ol>	LDG Meeting 5	<i>Read: Women and the labyrinth of leadership</i> <i>Read: Being the boss in Brussels Boston and Beijing</i> <i>Submit: Reflection 5</i> <i>Submit: Debrief after class</i>
<b>Week 9</b> 11/25	<b>Thanksgiving Break (No class)</b>			
<b>Week 10</b> 12/02	<b>Module 8: Turning Followers into Leaders: Empowering Leadership</b>	<ol style="list-style-type: none"> <li>1. Understand what is empowering leadership</li> <li>2. Apply developmental activities to cultivate empowering leadership behaviors</li> </ol>	Empowering Leadership Developmental Activities (LDG 3 and 6)	<i>Read: Six myths about empowering employees</i> <i>Read: The power of listening</i> <i>Submit: Leadership Developmental Activities (Empowering leadership)</i>
<b>Week 11</b> 12/09	<b>Module 9: Bringing It All Together</b>	<ol style="list-style-type: none"> <li>1. Discuss the myths of leadership</li> <li>2. Review key leadership lessons from the course</li> </ol>	LDG Meeting 6	<i>Read: Good boss, great boss</i> <i>Read: In praise of the incomplete leader</i> <i>Submit: Reflection 6</i> <i>Submit: Debrief after class</i> <i>Submit: Leadership Developmental Plan</i>

