

SYLLABUS – MGT360-86-20175

LEADERSHIP AND MOTIVATION*



May 2017 Mini-semester
Instructor: C. A. Schriesheim
E-mail: chet@miami.edu
Dates: May 15-19 and 22-26
Times: 5:30 – 9:15 p.m.

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Formal Course Description

Three semester credit hours. Selected topics pertaining to leadership, motivation, and individual processes are surveyed; students' ability to understand and apply diverse approaches to the leadership and motivation of people in organizations is emphasized by readings, lecture, class discussion, and case analyses of pertinent management materials.

Brief Biography of the Instructor

Chester A. Schriesheim (Ph.D., The Ohio State University) is the University of Miami Distinguished Professor of Management. Previously, he was a Professor at the University of Florida and an Associate Professor at the University of Southern California. Professor Schriesheim is the author or co-author of over 200 books, book chapters, and articles. He has been most active in the areas of leadership, power and influence, and applied psychometrics and statistics, and his articles have appeared in such outlets as the Journal of Applied Psychology, the Academy of Management Journal, the Academy of Management Review, and the Harvard Business Review. As an expert, Professor Schriesheim has been quoted in numerous newspapers (including the New York Times and the Washington Post). He is a Fellow of the American Psychological Association and is generally considered to be one of the world's top leadership scholars. Professor Schriesheim's consulting engagements have included the C.I.A. (Leadership Analysis Directorate), Coca-Cola, Burger King, Chrysler Corp., American Express, VISA, and Lockheed Aircraft, among others.

Textbooks (on sale in the U.M. Bookstore and elsewhere)

- (1) Mario Puzo, *The Godfather*. New York: Signet Books, 1978 (1969 copyright by Mario Puzo). (ISBN 0-451-20576-6 REQUIRED -- buy a paperback – hardcover not needed.)
- (2) Peter G. Northouse, *Leadership: Theory and Practice*, 7th edition. Sage Publications, 2016. (ISBN 978-1-4833-1753-3 **OPTIONAL** – depends on your learning style.)

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Reading Assignments

The following are the reading assignments for this course. Also, download and print the Power Point presentation materials from the course website before each class (to facilitate note taking). After the first class, quizzes (see below) will be given **every** class session on each assignment. This course will be taught at an advanced level; students are therefore expected to be thoroughly prepared for every class (classwork bonuses depend on this).

<u>Date</u>	<u>Day</u>	<u>Power Point Session Number and Topic(s)</u>	<u>OPTIONAL Northouse Chapter(s)</u>	<u>REQUIRED Puzo Chapter(s)</u>	<u>REQUIRED Case</u>
5/15	M	1. Introduction	1, 2, 3, 4	--	Consolidated Products
5/16	T	2. Followership (NOTE: Quiz 1 at the start of class; covers Session 1 lecture, Ch. 1 in <i>The Godfather</i> , and American Financial Case)	7	1	American Financial
5/17	W	3. Power	1	2-8	Norton Manufacturing
5/18	R	4. Path-Goal Theory	4, 5, 6	9-12 (scan 12)	Precision Plastics
5/19	F	5. Hot New Stuff (Theories)	8, 9	13-16 (scan 13)	Carlson's Raiders
5/22	M	6. More Hot New Stuff	10, 11, 12, 13	17-22 (scan 22)	The Secret of Bradford's Warehouse
5/23	T	7. Participation and Conflict		23-25	Alvis Corporation
5/24	W	8. More Participation and Conflict		26-28	Joe Schultz
		9. Leadership Replacements	16	29-32	Metro Bank
5/25	R	Managerial Myths			
5/26	F	0. Quiz 8 (at the start of class) and FINAL EXAM			

Class Session Structure

Each class session will focus on one or more approaches or frameworks that have been proposed by major theorists for enhancing leadership effectiveness. Beginning with the second class, the first fifteen or twenty minutes of class will consist of a quiz. This will be followed by a discussion of answers to the quiz. Then, questions on the assigned materials will be solicited and discussed. The instructor will next discuss the Power Point material(s) on the topic(s) of the session. A break will be given (about mid-way through the session) and a short case covered in depth. Finally, the assigned readings in *The Godfather* will be discussed until the end of class. The case discussion will focus on how the leadership approaches being considered might be applied in practical settings; some tie-ins with previously covered approaches will also be made. The *Godfather* discussion will highlight key learning points covered in the book and relate them to various materials covered in class.

Grading

Grades will be based upon eight quizzes (70%) and a final exam (30%). Completion of a term project is optional, and students may individually negotiate special grading arrangements with the instructor on the first day of class (only). A modest classwork bonus may be awarded by the instructor; such bonuses are optional and only at the instructor's discretion -- they are not subject to negotiation, debate, or appeal. It should be noted that there are no set number of "A"s, "B"s, etc. which will be given out in this class. This will depend only upon how the class performs relative to other classes taught by the instructor in the recent past.

Quizzes and Final Examination

You will receive eight non-cumulative 15 or 20-minute quizzes, one at the beginning of every class session (*beginning with the second class* – see the next page for details on missed quizzes and being late to a quiz). The quizzes will have questions dealing with the *Godfather* readings and case that were assigned for that session and all material(s) covered in class the session before the quiz. The final exam will be no more than two hours in length and will focus strictly on having you apply course concepts to a short leadership problem (a "mini-case").

Attendance

This class is advanced and concentrated and it meets in a short time period. Poor student attendance is therefore highly problematic. Consequently, attendance will be taken in each class session and used as one of the considerations in deciding upon a classroom contribution bonus. Also, it should be noted that students with more than two (2) unexcused absences will not receive course credit (i.e., they will receive a grade of "F").

Exceptions

This syllabus summarizes all terms and conditions under which this course is offered by the instructor and under which this course is taken by all students. These terms and conditions are binding upon both instructor and student; any modification to these terms must be agreed upon in writing and signed by both the instructor and the student and counter-signed by the Chairman of the Department of Management. There are no exceptions to this rule.

"FYI" -- Additional "Boilerplate" or "Special Concerns"

The lowest quiz score will be dropped and makeup quizzes will not be given. Makeup final exams will be given only in very special circumstances and then only for documented serious personal difficulties. You are also advised to inform the instructor in advance of any planned absences (to have them excused) and to let the instructor know of mitigating circumstances for absences when they exist. Otherwise, absences "count" (see above).

You should be aware that missing the final exam will cause the issuance of a failing grade in the course, unless prior arrangements have been made with the instructor and agreed upon by him in writing. Unexcused missed quizzes will be counted as "0" in computing final grades. To ensure that we complete each class on-time, **students more than 5 minutes late will not be permitted to take a quiz that has already begun.**

Students who are disruptive of the classroom learning environment (in the instructor's judgment) may be administratively dropped from the course or have their final course grades substantially lowered or a failing grade issued, at the discretion of the instructor.

With the only exception being for illness or serious personal difficulties, students wishing to discuss, contest, or appeal any course grades (excluding the final course grade) will have 2 class meetings to do so. Students wishing to discuss, contest, or appeal the final course grade have within 10 calendar days of general notification of grades to the class to do so.

Finally, the University of Miami is governed by codes of honor with which students should be familiar (the instructor will furnish copies to any students unfamiliar or unacquainted with these). This course will be run according to these and according to the instructor's general policy, which is:

"The use of unauthorized material, communication with fellow students during an examination or quiz, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination, case, exercise, or other course assignment or requirement is unprofessional and unacceptable. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay in more than one course are considered exceptionally serious offenses and shall result in a failing course grade and in the most serious additional disciplinary actions allowed by the University (such as suspension or dismissal from the University)."

Sample Quiz 1 and Final Exam

QUIZ 1

Instructions:

Answer 5 of the 6 questions below (only the first five answers will be graded).

1. In telling Tom Hagen to have the two boys who beat the daughter of Amerigo Bonasera (the undertaker) “taken care of,” Don Corleone denied being something despicable (he said, “After all, we are not -----“). What did he deny being?
2. As described in class (and in the text), John P. Kotter claims that there are three leader roles that are quite different from their corresponding manager roles. The first contrasting set of roles is that leaders establish direction while managers plan and budget. What is another pair of contrasting leader-manager roles?
3. According to Mintzberg, on which activity do managers spend the most of their time?
4. What did Don Corleone borrow from Tom Hagen (his new *consigliere* or advisor) to give to Anthony Coppola (the man wanting \$500 to open a pizzeria)?
5. As discussed in class, Fiedler’s trait-based leadership approach proposes that there are two ways to make leaders more effective. One is called “leader match” and involves moving the leader to another situation. What is the other way of increasing leadership effectiveness?
6. In Case 8.1, what is the key problem that Carly Peters faces (Peters is the person in charge of the creative department in the ad agency of Mills, Smith, & Peters)?

FINAL EXAM

INSTRUCTIONS

*******YOU MUST RETURN THIS SET OF EXAMINATION MATERIALS WITH YOUR ANSWERS AND WITH YOUR ONE PAGE OF SELF-DEVELOPED NOTES. FAILURE TO DO SO WILL RESULT IN A FAILING COURSE GRADE.*******

Please write your answers in the blue books provided and do not use any additional materials beyond your one page (front and back of 8.5 x 11”) of self-developed notes. Your notes must be personally developed and cannot be copies of notes developed by anyone else (except your copying of course materials/powerpoints is permitted). Please write neatly. What cannot be read will not receive credit.

The purpose of this examination is to allow you to demonstrate that you can apply course material to solve a simulated leadership problem (a case). Analyze the case that appears below, using two or more of the models/theories/frameworks that were covered in this class. Be as "concrete" and specific as possible in your analysis; vague and general discussions will not receive the same credit as will more comprehensive ones. (Also, be sure your presentation is factually correct.)

Be sure to tell (using two or more perspectives): (a) how XXX managed to get himself into his current situation, and (b) how he can go about solving his current problem(s). Again, be sure to use two or more models, theories, or approaches that have been covered in class to support your analysis and recommendations.

More detail and development will lead to a better grade. Therefore, it is better that you avoid using narrow or simple models/theories/frameworks such as Leader-Member Exchange (LMX) Theory as one of the two principal foundations for your analysis (you can use such approaches in addition to the two principal models/theories/frameworks).

Suggested theories for use include: (a) Managing the Boss, (b) Bases of Power, (c) Influence Strategies, (d) Reinforcement Theory, (e) Path-Goal Theory, (f) Transformational, Empowering, and/or Authentic Leadership, (g) Participation, (h) Conflict-Handling, and (i) Leadership Replacements (including substitutes, enhancers, etc.).

CASE

(Case appears here.)