

Syllabus
GMT5703 Leadership
Dr. Tracy M. Maylett
Summer Semester 2024

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|------------------------------|---|
| Level | Master |
| Credits | 2 ECTS |
| Student Contact Hours | 30 |
| Workload | 60 (30 contact hours + 30 hours self-study) |
| Prerequisites | |
| Time | See MBA Schedule |
| Room | W4.1.06 |
| Start Date | May 27, 2024 |
| Lecturer(s) | Name Dr. Tracy M. Maylett |
| | Office W4.1.01 |
| | Virtual Office |
| | Office Hours |
| | Phone +1.801.787.9716 |
| | Email Tracy_Maylett@byu.edu |

Summary

This course examines leadership from multiple perspectives. Leaders are found in countless settings: business, governments, community, families, religious affiliations, sports, universities... the list goes on. This course will address leadership from the viewpoint that each person is a leader in multiple settings throughout his/her life.

We will address leadership in three overall subsections, which will be inter-mixed throughout the course:

1. Personal or individual Leadership- "Me" as a leader
2. Interpersonal Leadership- Leading others
3. Organizational Leadership- Leading organizations

The purpose in combining these three subsections is that students will gain both knowledge about the practice of leadership AND will build their own very personal leadership understanding, capabilities, and skills.

The final deliverable of the class will be a personal "Leadership Profile." The Leadership Profile is not only intended to provide an on-going project for this class, but also to provide a working document that provides students with long-term guidance about their own leadership style.

Outline of the Course

By the completion of the course, students should demonstrate that they possess leadership competencies required for leading complex projects and teams—as determined by the following learning objectives:

- Demonstrate knowledge about different leadership concepts— both personality- and situation-related.
- Understand and articulate the difference between leadership and management, and apply these differences in appropriate situations and settings.
- Understand why we don't accomplish our leadership goals, and learn strategies to align our behaviors with desired outcomes.
- Establish links between leadership theories, social science, and students' personal goals and life objectives.
- Identify, articulate, and begin to develop leadership-related personal strengths and talents, and make links with primary theories of leadership.
- Understand the key mechanisms of social influence and develop the basic skills of mobilizing and engaging others.
- Create a thorough Personal Leadership Profile— an assessment of personal capabilities and a plan to further develop leadership skills.
- Develop action plans to further increase leadership capabilities and strengths.
- Develop professional ability by drawing from the experiences and insights of others, acknowledging and building on others' ideas, and demonstrating respect and professionalism toward others.

| Session | Topics | Assignment Given | Assignment Due Today | Packet Materials/Cases/Assignments (Due for discussion today) |
|---------------|---|---|---------------------------|--|
| 27 May | (Monday, 13.45-18.45 h—with breaks) LEADERSHIP OVERVIEW | | | |
| 1 | Course introductions, structure, and outline Colonization Exercise Personal, Interpersonal, and Organizational Leadership | Application Presentation Instructions | | |
| 2 | Leadership Theories: Trait, Authentic Emotional Intelligence Leadership Vs. Management IKEA Case Study | Leadership Profile Instructions ALDI Case Study (2023) | | Readings (Read <u>prior</u> to class- we will discuss this in class today): “What Makes a Leader?” D. Goleman <i>Harvard Business Review</i> , Nov- Dec, 2001; Jan 2004. Case (Read <u>prior</u> to class- we will discuss today. You only need to read these, not prepare anything): <ul style="list-style-type: none">• Ingvar Kamprad and IKEA (1996)• IKEA’s International Expansion (2013) |
| 28 May | (Tuesday, 15.30-20.30h) PERSONAL LEADERSHIP | | | |
| 3 | Self-As-Instrument 360-degree Feedback | 360-degree Feedback Action Plan Instructions | Application Presentations | Exercise: 360-degree feedback—You will receive your 360-degree feedback report by email today. Please bring it with you to class (either electronically or printed). |
| 4 | Personal Strengths and Areas for Development Bringing out others’ strengths Engaging as a leader | Relationship Network Diagram Instructions | Application Presentations | Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations</i> . Read the Introduction and Chapter One, Myths of Engagement-- Pages 1-35. “Making Yourself Indispensable.” Zenger, Folkman, & Edinger, <i>Harvard Business Review</i> , October 2011. |

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| 31 May | (Friday, 11.30-17.00 h) ORGANIZATIONAL LEADERSHIP | | | |
| 5 | Motivation Theory MAGIC—(M-A) Meaning & Autonomy The Employee Experience- Peer Interview exercise | | Application Presentations | Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations</i> - Read Chapter Two, The Power of Engagement: How and Why Engagement Works-- Pages 37-63. |
| 6 | MAGIC— (G-I-C) Growth, Impact, Connection ALDI Case Study | Leadership Profile Status Update | Application Presentations | Case (Read prior to class today) ALDI Case Study (2022) |
| 7 June | (Friday, 11.30-17.00 h) INTERPERSONAL LEADERSHIP | | | |
| Session | Topics | Assignment Given | Assignment Due | Packet Materials/Cases/Assignments (Due for discussion today) |
| 7 | Engagement and motivation (cont.) The impact of the leader on the organization Leading teams Your personal leadership network Engagement self-assessment | | Application Presentations Relationship Network Diagram | Readings: <i>ENGAGEMENT MAGIC: Five Keys for Engaging People, Leaders, and Organizations</i> . - M-A-G-I-C. Read (a light reading is okay, but you should understand the general concepts) Pages 67-185. “Making Star Teams Out of Star Players,” Mankins, Bird, & Root, <i>Harvard Business Review</i> , Jan-Feb, 2013. Exercises: Relationship Network Diagram Take the “Engagement Self-Assessment” at: http://assessment.engagementmagic.com . Bring your results with you to class. |
| 8 | The leader as a coach | | Application Presentations | Readings: “The Enemies of Trust,” Galford & Drapeau, <i>Harvard Business Review</i> , February, 2003. |

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|---------------|---|--|---|--|
| | Personality preferences and styles Building Trust The Gas Station Exercise | | | Exercises: Continue preparing your Leadership Profile Papers and Presentations |
| 8 June | (Saturday, 08.45-13:45 h) EXECUTION AND THE “LEADERSHIP HABIT” | | | |
| 9 | The Leadership “Habit”- Long-term sustainability Day-to-day leadership | | Leadership Profile Papers and Presentations | Readings: “What is your story?” Herminia Ibarra & Kent Lineback, <i>Harvard Business Review</i> , January 2005, pp. 64-71. Exercise: Student leadership profile presentations |
| 10 | Leadership and Career Development Your action plan- the “What’s Next” Execution Course Wrap-up | | Leadership Profile Papers and Presentations | Readings: “The Brand Called You” Tom Peters <i>Fast Company</i> http://www.fastcompany.com/28905/brand-called-you . Exercise: Student leadership profile presentations (continued) |

Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

| Program Intended Learning Outcomes | | Course Intended Learning Outcomes | Assessment Methods | | |
|--|--|---|------------------------|--------------|------------|
| After completion of the program the students will be able... | | After completion of the course the students will be able... | Participation in Class | Presentation | Term Paper |
| | | | 30% | 35% | 35% |
| | | | Individual | Individual | Individual |
| 1 Responsible Leadership in Organizational Contexts | | | | | |
| 1.1 | ... to know and explain important leadership principles. | ... to clearly articulate a general understanding of the leadership theories most prevalent in today's leadership body of knowledge. | X | X | X |
| 1.3 | ... to critically reflect on leadership concepts in a certain organizational context or in a specific case. | ... apply three categories of leadership theory to various organizations and discuss how these theories are present in various cultures and organizations: Trait theory, behavioural theory, and contingency theory. | X | | |
| 1.4 | ... to act responsibly from a scientific self-understanding and to act professionally. | ... assess their own leadership competencies and abilities, and determine courses of action to leverage individual strengths and improve leadership weaknesses. | X | X | X |
| 2 Creative Problem Solving Skills in a Complex Business Environment | | | | | |
| 2.1 | ... to identify & classify problems. | ... to address leadership concerns on three levels: Organizational (complexity of leading a large organization), Team (leading small groups within a larger organizational context), and Individual (Personal leadership skills—examining one's own leadership) | X | X | X |
| 2.4 | ... to explain problems and their solutions in a comprehensive manner. | ... examine several organizations through case-study methodology to identify what leadership concerns may exist, and provide suggestions on how the organization might address these concerns. | X | | |
| 3 Applied research skills | | | | | |
| 3.2 | ... to appropriately apply the research and analysis methods. | ... analyse and address leadership challenges through case-study methodology, review of empirical data, meta-analysis, and anecdotal data. | X | | |
| 4 Innovation management and management of digital transformation | | | | | |
| 4.1 | ... to have fundamental knowledge of operational innovation processes and of processes of digital transformation. | ... examine a leader's impact, influence, and responsibility in driving cultures of innovation and creativity. | X | | |
| 4.2 | ... to assess a company's innovation potential and its needs/opportunities with respect to digital transformation. | ... predict the impact of technology and general business changes (such as integration of digital technology and product advances) into various areas of a business, and assess the leadership competencies required to lead in that environment. | X | | |
| 5 Management of the challenges of global sustainability and awareness for social and corporate responsibilities | | | | | |
| 5.3 | ... to develop sustainability strategies. | ... critically examine leadership responsibilities in creating ethical and engaging workplaces built on organization values, including ethical business practices. | X | X | X |

Teaching and Learning Approach

Participation, Professionalism, and Contribution to the Learning of Others

As you will see when we discuss motivation and engagement, I believe that the responsibility for learning resides on the shoulders of students. As a professor, I cannot motivate an individual to learn. However, I have an important responsibility to create an environment in which you can choose to be engaged in learning. I take this seriously, am passionate about it, and will commit to creating this environment. At the same time, it's your responsibility to *choose to engage*.

Before you get too scared...

I love what I do, and I hope it shows. I consider teaching a privilege. I believe fun, challenging environments are also engaging environments, so don't be surprised if we have a little fun along the way!

Much of this class learning is based on group participation, which means that you will need to come prepared for discussion. This course is about developing your *own* leadership perspective and style. These insights will be apparent through your participation in our exercises and discussion.

1. **General discussion-** You will be called upon to lead various elements of our discussions. Although this may be uncomfortable at times, it is an important part of leadership, and a critical part of our course. You are expected to contribute often to class discussions, both voluntarily and when asked.
2. **Contribution to your learning community-** There will be several activities to complete throughout the course. With each of these activities, as well as in general discussion, you are expected to contribute to the learning of others.
3. **Preparation-** Without reading the assigned articles and other readings, your contribution to the class will likely be minimal. You will be asked to share your insights (not just to repeat the content of the reading material) throughout the class. It will quickly become apparent if a student is not prepared to do so.

Literature and Course Materials

- **Readings:** Course readings will be available in your course packet.
- **Cases:** Cases will be included with your course packet.
- **Text:** You will receive a copy of the book *Engagement MAGIC: Five Keys for Engaging People, Leaders, and Organizations*.
- **360-degree (multi-rater) feedback:** You will participate in the *Leadership Intelligence® 360-degree Feedback* process. You will receive a copy of your feedback electronically during the course.

Assessment

Grades for the course will be based on the following. You must pass *each* element in order to pass the course.

| <u>Element</u> | <u>Weight</u> |
|------------------------------------|---------------|
| 1. Participation | 30% |
| 2. Application Presentation | 15% |
| 3. Leadership Profile Paper | 35% |
| 4. Leadership Profile Presentation | 20% |

Application Presentation

During most class sessions, various students will be asked to present an article of their choice from the business press. I will provide you with a sign-up document to use in scheduling your presentation. For publication options, consider using well-known business outlets such as *Financial Times*, *Wall Street Journal*, *The*

Economist, Fast Company, Forbes, Business Week or others. Select an article that has been published recently (e.g., within the last year or so), is related to the day's topic, and is particularly **relevant and interesting to you**. Blogs from personal sites are not appropriate for this type of presentation.

The article you choose must be a business application or illustration of a specific concept that is **scheduled to be covered during the class period of your presentation** (see course outline). Your analysis of the article should NOT be a review or a description of the concept or topic, but rather should illustrate an application of how the concept operates or is applied in a leadership and/or organizational setting.

The objective of this exercise is to: (1) integrate ideas from the business press with class material (e.g., readings, cases), and; (2) develop skills in integrating and presenting your analysis. You will have **5-6 minutes** to make your oral presentation. Please stay within these limits. Use of PowerPoint or other visual aids is encouraged (**set up your visuals before the presentation begins**). We will discuss insights from each presentation after it is given.

Leadership Profile Paper and Presentation

The purpose of this assignment is for you to step back and analyze *your personal* leadership capabilities by creating your own unique leadership profile and development plan. Your personal leadership profile will be an in-depth analysis of your leadership skills, strengths, and potential, along with a thorough plan for how you will develop your leadership capabilities in the future. Additional details will be provided during the first class sessions.

Before the first class session begins, you will be asked to participate in a **360-degree feedback process** in which you gather information about your performance and behaviors. You will include this data in this profile. Some of our readings, class discussions, and class activities will also directly feed into this profile. This Profile is a very valuable opportunity, and students often report that this is one of the most helpful components of the course.

On the final day of class, you will submit your leadership profile and present the findings to the class in a leadership profile presentation. The leadership profile presentation will allow you to showcase what you have learned about yourself and what areas you need to develop. I will provide to you a detailed outline of the key elements of your leadership profile paper and presentation.