

STATE UNIVERSITY OF NEW YORK AT BUFFALO  
School of Management

MGB 607  
Leadership  
Spring 2010

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## LEADERSHIP COURSE OUTLINE

### Course Description

This is a course for MBA students about leadership. The purpose of this course is to cover the major approaches to leadership in a way that illustrates how to be a leader in any position in an organization. Stated differently the purpose is to provide a set of tools to use as a leader.

### Required Text and Materials

#### Textbook

Daft, R. (2008) *The Leadership Experience*, (Fourth Edition) Harcourt College Publishers (Thomson Learning): Orlando, FL. The text includes a number of leadership concepts

#### Plus one package

Course Guide: This package includes a description of a set of 4 key leadership concepts (tools) with some associated readings along with a list of the key concepts in the text.

### Active Learning

This course extensively uses active learning which studies show results in better short and long term learning. Active learning means that students are actively involved in the course. Examples include: (1) the student team presentations of the material with applications to their real world experience (Studies show increases in long-term recall of concepts when students present material), (2) in-class discussions about the use of leadership concepts with guest speakers who are current leaders in various local organizations, (3) student team presentations of the application of the concepts to a well-known leader of organizations (for example, Sam Walton, Jack Welch, Carly Fiorina, Katherine Graham, John Chambers etc.), (4) an integrative paper that applies all the concepts to a leadership position to which the student aspires or holds or held (5) and end of class reviews that allow me to tailor future classes to the issues that you raise.

Students are expected to contribute greatly to the class. Although an overview of key points and issues is provided for each topic by me and your colleagues, students are responsible for obtaining details, generating questions, doing the readings, and determining the specific direction of the discussion in the seminar. My goal is to talk as little as possible after the first few classes and for you to talk as much as possible!

Thus, there will be two major projects to complete (often using in-class time) in which you will have to interact with other students as well as class discussions. If you have problems in dealing with people who differ from you in terms of age, religion, creed, color, disability, national origin, race, ethnicity, sex, marital status, veteran status, or sexual orientation, it is expected you will not bring your problems to class. New York State law prohibits discrimination based on any of these categories.

### Grading

There are five deliverables (additional details about the deliverables follow after the Reading List and Course Outline section).

**1. Concept Presentation Team (25 points):** An in-class presentation of the main leadership concepts assigned to each team (two chapters of the text per team) with real world applications. (An example will be provided for each team of this Deliverable along with power point slides for the book chapters assigned). The **dates of each team's presentation are listed in the course outline**. There are two parts to this deliverable: (1) a power point presentation and (2) a written summary of the key concepts for distribution to the class. The points will be allocated as follows

Instructor Grade of Presentation	15 points
Class Grade for Presentation	5 points
Team Grade of Members	5 points

**2. Individual paper (10 points):** This 3 to 5 page paper compares two of the guest speakers in the course in terms of how they are similar and different in their use of the 4 key concepts (see course guide) and three other concepts—one each from Part Three, Part Four, and Part Five in the text. Due date: **April 29**.

**3. Project Presentation Team (25 points):** An in-class presentation of the application of the concepts of the course to a particular leader (see the list of possible leaders at the end of the material.) An example of this type of presentation will be distributed. The project teams will present in-class on **April 15 and 22**. The points will be allocated as follows

Instructor Grade of Presentation	15 points
Class Grade for Presentation	5 points
Team Grade of Members	5 points

**4. Integrative Paper (25 points):** This paper (**due April 29**) applies all the concepts to a leadership position to which the student aspires or holds or held. A list of the concepts to include in the paper appears in the course guide.

**5. End of Class Reviews (15 points):** At the end of many classes at my discretion I will ask you to submit a brief written answer to a question. You will receive the points if you submit the answer at the end of the class.

### **Reading List and Course Outline**

**(The schedule will be modified at times due guest speakers who are leaders)**

January 14	Introduction of the course (Selection of Teams)
January 21	Organization meeting and Introduction Finalizing of team membership In class, I will present the key concepts (see course guide) Chapter 1 in Text. What Does It Mean to be a Leader Concept Presentation Teams will meet for at least an hour
January 28	Overview and Key Concepts In class Guest Leader scheduled will speak on all topics and/or I will present the key concepts (see course guide) Chapter 2 contains some of the key concepts (see course guide) Concept Presentation Teams will meet for at least an hour
February 4	Overview and Key Concepts In class Guest Leader scheduled will speak on all topics and/or I will present the key concepts (see course guide) Chapter 3 contains some of the key concepts (see course guide) Concept Presentation Teams will meet for at least an hour
February 11	In class Guest Leader scheduled will speak on all topics and/or I will present the key concepts (see course guide) Slack and Review: Any remaining topics. Concept Presentation Teams will meet for at least an hour
February 18-25	The Personal Side of Leadership In class on Feb. 18, a concept presentation team will present: Chapters 4 (The Leader as an Individual) and 5 (Leadership Mind and Heart) In class on Feb. 25, a concept presentation team will present: Chapters 6 (Courage and Moral Leadership), and 7 (Followership) Project Teams meet for ½ of one of these two classes
March 4 – 18	The Leader as Relationship Builder In class on March 4, a concept presentation team will present: Chapters 8 (Motivation and Empowerment) and 9 (Leadership Communication) In class on Mar. 18, a concept presentation team will present:

	Chapters 10 (Leading Teams) and 11 (Developing Leadership Diversity) Project Teams meet for ½ of one of these two classes
March 25 – April 1	The Leader as Social Architect In class on March 25, a concept presentation team will present: Chapters 12 (Leadership Power and Influence) and 13 (Creating Vision and Strategic Direction) In class on April 1, a concept presentation team will present: Chapters 14 (Shaping Culture and Values) and 15 (Leading Change) Project Teams meet for ½ of one of these two classes
April 8	Students meet without instructor to finish Project team presentations
April 15	Project Teams present in class
April 22	Project Teams present in class Discussion of Individual and Integrative Papers due April 29
April 29	No Class. All materials are due in 276 Jacobs by 5pm.

### **The Five Deliverables**

#### **Deliverable #1**

##### **Concept Presentation Team (25 points):**

**Purpose: To present and apply the key components of Leadership**

**Due at night of the presentation. The summary for the class can be distributed the following week.**

#### *Overview*

Students will select one of six teams. Each team will be the “discussion leaders” for one half of a full class session (see Reading List and Course Outline section above for dates). The requirements are to summarize briefly the key points (concepts/tools) in the required readings for the team. You need to then include other materials (e.g., cases, current events) and activities (e.g., videos, debates, experiential exercises) to cover the material and make your points about how the concepts are applied. Preferably you would use your own experiences to provide questions, or illustrate, to the class about how to lead in different situations using the concepts. In other words, please focus your presentation more on applications to management than in the examples that that I will give to your team. Again, you can use your own personal experience, interviews of people or even cases from the course material to keep the focus of your presentations very applied to management. The length of the presentation should be about 60 minutes, which will be followed by discussion from the instructor. I will provide you with an **example of a previous presentation of your Chapters** that is not sufficiently applied as well as **a set of teaching aids for your Chapters from the book publisher**. In addition to power point slides, you should prepare brief “summary sheets” of the readings for the other students.

In terms of grading, one to five points will be available for distribution to each team member by team members (a team member gets the average of points given by other members). You need to submit your points for each team member to me as soon as all materials are submitted. If you do not submit points for your group members you will receive a zero out of the 5 points for this part of the grade. Second, one to five points will be given by the class to all the team members on the night of the presentation. Third, fifteen points will come from my evaluation of your power point slides and summary pages.

Note that you will be given the remaining ½ of class during the 2nd, 3rd, 4th, and 5th classes in the semester to develop your presentations. A different leader should be appointed each class. In those first classes, I will cover a list of Key Leadership Concepts (see the Course Guide that you will receive) and the introduction in the book (only Parts of Chapters 1, 2, and 3). There will also be guest speakers in these early sessions.

### **Deliverable #2**

#### **Individual Application Paper (10 points):**

**Purpose: To show how the in-class guest speakers who are leaders use the key concepts**

**Due: April 29**

#### *Overview*

This 3 to 5 page paper compares two of the guest speakers in the course in terms of how they are similar and different in their use of the 4 key concepts (see course guide) and three other concepts—one each from Part Three (chapters 4 to 7), Part Four (chapters 8 to 12), and Part Five (chapter 13 to 15) in the text. **A list of questions that I provide to guest speakers and that you can use to assure any topic is discussed by a speaker is provided in the Course Guide.** You can then use the discussion in your paper. Due date: **April 29.**

### **Deliverable #3**

#### **Project Teams (25 points)**

**Purpose: To apply all the leadership concepts to a well known leader of an organization**

**Due on the night of the presentation (April 15 or 22).**

#### *Overview*

The Project team requires a team of students to (1) select a well known organizational leader; (2) research or study him/her/them through various media (e.g., books, biographies, newspaper and magazine articles, videos and news reports, Internet and, company annual reports, speeches, etc.); (3) and show how the concepts of this course were used by the leader; (4) discuss the direct implications of this leader's actions, thoughts, behaviors, etc., for the classes own leadership development. In the first class you will be given the opportunity to select from the books listed at the end of this outline and take one of the books home. In the second class teams will be formed. (Organizational leaders other than those in the list of leaders and associated books must be approved by me.) Once teams are selected, **examples of previous presentations about leaders not chosen by this class will be supplied.**

In terms of grading, one to five points will be available for distribution to each team member by team members (a team member gets the average of points given by other members). You need to submit your points for each team member to me as soon as all materials are submitted. If you do not submit points for your group members you will receive a zero out of the 5 points for this part of the grade. Second, one to five points will be given by the class to all the team members on the night of the presentation. Third, fifteen points will come from my evaluation of your power point slides and summary pages.

Note that you will be given a little less than ½ of at least three of the team presentation classes to meet during class time to complete Deliverable 2 plus a full session the class before the presentations begin.

#### **Deliverable #4**

##### **Integrative Paper (25 points)**

**Purpose: To apply all the leadership concepts to a leadership position in a work organization to which you aspire, or which you hold or have held.**

**Due on (April 29)**

The integrative paper simply integrates the leadership concepts from the course with a coherent description of what you believe it means for you to become a leader in a particular position or job. Write about how you would become a leader in your current job or in one to which you aspire. You should also assess your strengths and weaknesses by taking the various tests in each chapter in the book and discuss the areas that you think that you need to improve and how you will do so. **A list of key topics that can be used as a guide to making an outline for writing the paper is provided in the course guide.** This paper normally runs 15-25 pages

#### **Deliverable # 5**

##### **End of Class Reviews (15 points)**

**Overall Purpose: Encouraging you to ask questions that I can answer in the next class and to provide feedback to me and guest speakers.**

**Due Date: At the end of many classes at my discretion. Number of points may vary from class to class**

#### ***Overview***

Fifteen points will become available in the following way. During many classes, you will be asked to indicate any points that were not clear to you that night. Sometimes you will be asked to indicate how clear the meaning of some set of concepts is to you. Sometimes, you will be asked to write a description of what you learned from the class session and how it applies to your own or another work situation or to comment on some concept. After every guest speaker you will be asked to write comments that I can feedback to the speaker. Less than one half of a hand written page will always suffice. Note that you can only submit these reviews at the time they are assigned in a particular class session. The number of points you receive for a particular class will vary by class. These must be handed directly to me by each student or if in groups with each student present.

You will not be penalized for failure to provide end of class reviews due to significant problems such as significant illness or a death in the family, business travel etc. Always contact me in such cases (typically in advance via email and in the next class that you attend) to receive at least some points.

### Readings Available for Team Project

You can select one of the leaders below for your Team Project. You need approval for any other leaders. For the most part, two copies of each book listed below will be made available to the members of the class at the end of the first class. (There is no particular order to this list other than that readings for each leader are in the same section.)

#### **Bill Gates (Microsoft--video available)**

Mannes, S. and Andrews, P. (1994). Gates: How Microsoft's Mogul Reinvented an Industry—and Made Himself the Richest Man in America, New York: Simon & Schuster.

Dearlove, D. (1999). Business the Bill Gates Way: 10 Secrets of the World's Richest Business Leader, New York: American Management Association.

#### **Iacocca (Chrysler)**

Iacocca, L. (1984). Iacocca: An Autobiography, New York: Bantam Books.

#### **David Longaberger (The Longaberger Company—makes baskets)**

Longaberger, D. (2001). Longaberger: An American Success Story, New York: Harper Business.

#### **Sumner Redstone (Viacom)**

Redstone, S. (2002). A Passion to Win, New York: Simon & Schuster.

#### **Ernest Shackleton (Captain of the Endurance—video available)**

Perkins, D., Holtman, M., Kessler, P., McCarthy, C. (2000). Leading at the Edge : Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition. New York: AMACOM Books.

Morell, M. and Capparell, S. (2001). Shackleton's Way, New York: Viking.

#### **Sam Walton (Walmart—video available)**

Walton, S. (1989). Sam Walton, New York: Bantam Books.

#### **Jack Welch (General Electric)**

Welch, J. (2001). Jack: Straight from the Gut, New York: Time Warner.

Slater, R. (1999). Jack Welch and the GE Way, New York: McGraw Hill.

O'Boyle, T. (1998). At Any Cost. New York: Vintage Books.

#### **Michael Dell (Dell)**

Dell, M. & Fredman, C. (2000) Direct from Dell. New York: Harper Collins

**Louis Gernster (IBM)**

Gernstner, L. (2002). Who says Elephants can't dance: Inside IBM's Historic turnaround. New York: Harper.

**Rudy Guilani (New York City)**

Guiliani, R. & Kurson, K. (2002). Leadership. New York: Marimax.

**Colin Powell (US Defense Department and State Department)**

Harari, O. (2002). The Leadership Secrets of Colin Powell. New York: McGraw-Hill

Powell, C. (1995). My American Journey. New York: Random House.

**Carly Fiorina (Hewlett-Packard)**

Fiorina, C. (2006). Tough Choices: A Memoir. New York: Penguin Books

Burrows, P. (2003). Backfire: Carly Fiorina's High Stakes Battle For the Soul of Hewlett-Packard. New Jersey: Wiley.

**John Chambers (Cisco)**

Waters, J. (2002). John Chambers and the Cisco Way. New York: Wiley.

Paulson, E. (2001). Inside Cisco. New York: Wiley.

Bunnell, D. Making the CISCO Connection. New York: Wiley.

**Sergey Brin & Larry Page (Google—video available)**

White, C. (2007). Sergey Brin & Larry Page. New York: Rosen Publishing Group

Vice, D. (2005). The Google Story. New York: Delta Books.

**Katherine Graham (The Washington Post)**

Graham, K. (1997). Personal History. New York: Vintage Books.

Felsenthal, C. (1999). Power, Privilege, and the Post. New York: Seven Stories Press.

Davis, D. (1991). Katherine The Great. New York: Sheridan Square Press.

Gerber, R. (2005) Katherine Graham: The Leadership Journey of An American Icon. New York: Penguin Press.

## **Web Support for MGB 607 (Optional)**

### **The course's web site contains:**

1. The course outline
2. The textbook power points

To access this material you will need a password. The password will be given in the first class.

3. A link to UB Learns so that you can use the bulletin board or chat room for this course

### **You can get to the course home page in the following ways**

1. Go to <http://www.levelsofanalysis.com>. Scroll down the page until you see Fred Dansereau's home page and click on that. Then click on MGB 607
2. Go to <http://mgt.buffalo.edu/departments/ohr/mgtdanso/> and then click on MGB 607
3. Go to [UBLearns.buffalo.edu](http://UBLearns.buffalo.edu). Enter your ID and password and click on this course.  
Then go to the section on external links then click on course home page.