



北京大學
汇丰商学院

Peking University HSBC Business School

MGT523 Leadership Module 1, 2016-17

Course Information

Instructor: Lan Liu

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Office Hour: 9:30-10:20 on Mondays and Thursdays

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Phone:

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Classes:

Lectures: Mondays and Thursdays, 10:30-12:20

Venue: PHBS Building, Room 335

Course Website:

No course website will be used. All announcements will be sent by emails and/or in WeChat group (which will be set up at the first class).

1. Course Description

1.1 Context

Course overview:

This is a course for graduate students who major in management or who aim for a career as a manager to have a deeper understanding of vital issues involved in being, becoming, confronting, and evaluating leaders in an organizational context.

First and foremost, this course is an intellectual pursuit to use theoretical frameworks to analyse various fictional and real-life leadership cases. However, since almost all students will be working in organizations and facing those issues in the future, such an education is also of practical relevance. Actually, they are currently facing those issues in their school life and what they will learn may have immediate pertinence. That said, in essence this course is an intellectual adventure. Students who are not intrigued by this sort of exploration should not enroll.

This course will take a different approach from last year, when it was taught by another teacher with a "theory approach" which organized the course by different schools of leadership theories. Instead, this year the course will take an "issue approach" and be organized around vital leadership issues, such as: What is leadership? Why is leadership important? Where does leadership come from? How does leadership differ from management? How to effectively exercise leadership? How to develop leadership? How do female leaders differ from male ones? How do Chinese leaders differ from foreign ones?

This course will also employ a “case approach”. For each issue, a case or more will be discussed to illustrate its complexities and nuances. Some cases are formal business school cases, while some are more casual. Some are in written format, while some are video or in other formats.

This course will mostly use papers as reading materials. Some are research papers from academic journals, while some are from more popular sources like *Harvard Business Review*. A book will be assigned as required reading too. It includes dialogues of the teacher with 13 top leadership thinkers in the world. Students who do not have the habit of reading before classes and reading papers in particular should not enroll in this course.

In terms of classroom experience, this course will take a participative approach. The students will play a more active role than most other courses. A typical “lecture” of this course is supposed to consist of two parts: the first invites one or more students to “teach” one or more relevant papers while the second hosts a case discussion facilitated by the teacher. All students will present papers and participate in case discussions. Students who do not have the habit of speaking up in class should not enroll in this course.

Prerequisites:

As the prerequisite, Organizational Behavior (MGT520) must have been successfully taken to enroll in this course. If you are a visiting student, you must have taken an “organizational behavior” course or its equivalent at your home school and present your transcript to the teacher to enroll in this course.

1.2 Textbooks and Reading Materials

Textbooks on leadership usually cover too many theories/issues and give each theory/issue too shallow treatment. Thus this course will use no leadership textbooks (however, you are encouraged to have such a textbook and read it on your own). Instead, it will use one book by the teacher and many papers as reading materials.

Most papers can be acquired from online sources. Students who are deft at literature searching will have no problem to find them on their own.

The hard copy and ebook of the assigned book, *Conversations on Leadership: Wisdom from Global Management Gurus* (by Lan Liu, John Wiley & Sons, 2010), can be bought at its publisher’s website: www.wiley.com as well as at www.amazon.com. The teacher will make its PDF version available to students who enroll in this course.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes

3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes
	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	No
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

2.2 Course specific objectives

- (1) To expose students to major leadership issues and prompt them to start thinking about them with an intellectual rigor;
- (2) To familiarize them with major theoretical frameworks which they can use to explore the complexities of leadership issues;
- (3) To foster a multi-faceted mind and a habit of critical thinking for students;
- (4) To develop certain leadership skills which they can apply in their future work environment as well as in their school life;
- (5) To stimulate students to reflect on their own life purposes, craft a vision, and embark on their own leadership journey.

2.3 Assessment/Grading Details

This course has no final exams or papers. Grading with a total score of 100 points is entirely based on classroom performance.

- (1) Class attendance: 20 points. Class attendance is compulsory. Each student must attend each class from the beginning (10:30) to the end (12:20). The default value for class attendance is 20 points. Each violation (including missing any part of the whole class for whatever reason and taking phone calls in class) will entail a penalty of 3 points. The penalty for each student is capped at 20 points.
- (2) Paper presentation: 30 points. Students will present papers (not authored by their own, but published papers by scholars) in class. Other students (not the teacher) will evaluate the presentation.
- (3) Group assignment: 30 points. Students will be assigned into groups (if we have 12 or more students). There will be one or two group assignments, which is usually a case discussion. Each group will present their discussion result, and other groups will evaluate the presentation.
- (4) Q & A: 10 points. At the final class, the teacher will ask each student two questions. It can be taken as an oral examination. The quality of the answer will be evaluated by the teacher and/or other students.
- (5) Class participation: 10 points. This depends on the teacher's general impression of the students' participation in class interactions. Both quality and quantity count.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

The following schedule is tentative and subject to change. It will be updated during the process of the course.

Please read the assigned readings of Lecture 1 before you come to class.

Lecture 1: Introduction: The Study of Leadership

(Aug 29, 2016)

Studying leadership is like studying love. Everyone can talk about it, but few understand it. What do we mean when we talk about "leadership"? How to study it? How does leadership concern you? (A short video "Imagine Leadership" by Harvard Business School will be viewed.)

Readings:

#1 Lan Liu, "James March: Leadership and Life", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 157-172

#2 Mie Augier, "James March on Education, Leadership, and Don Quixote: Introduction and Interview", *Academy of Management Learning and Education*, 2004, Vol.3, No. 2, 169-177.

#3 (optional) James G. Clawson, "Leadership Theories", 1991, HBS Publishing Product # UV3051-PDF-ENG.

#4 (optional) Robert J. House & Ram N. Aditya, "The Social Scientific Study of Leadership: Quo Vadis?" *Journal of Management*, 1997, Vol. 23, No. 3, 409-473.

Lecture 2: The Ambiguity of Leadership

(Sept 1, 2016)

Leadership is as ambiguous as love. Does it matter? How to measure it? If on average, leaders don't have great influence on organizational performance, why do we need leaders? Or can we do without them?

Readings:

#1 Jeffrey Pfeffer, "The Ambiguity of Leadership", *The Academy of Management Review*, Vol. 2, No. 1 (Jan., 1977), pp. 104-112

#2 Stanley Lieberman & James F. O'Connor, "Leadership and Organizational Performance: A Study of Large Corporations", *American Sociological Review*, Volume 37, Issue 2 (Apr., 1972), 117-130

Case: Bill George

There is no formal case about Bill George. You are invited to search information about Bill George, a former CEO of a Fortune 500 company and now a professor at Harvard Business School. If you are busy, please make sure you read the following piece (and Bill George's response attached to it).

Lan Liu, "Beyond the American Model of Leadership", *Harvard Business Review* website, May 18, 2010, <https://hbr.org/2010/05/beyond-the-american-model-of-l/>

Case discussion questions:

1. When Bill George says "under his leadership" in his bio, what does he mean or imply by "leadership"?
2. Does Bill George's leadership matter to Medtronic's performance? Why? What is the best way to measure a company's performance?
3. What is your evaluation of Bill George's (old) bio and Lan Liu's comments?

(We will see how the first two lectures go before we decide on the workload of the following lectures. Thus the readings and schedule below are incomplete and subject to change.)

Lecture 3: The Sources of Leadership

(Sept 5, 2016)

Leadership is like love. Although we don't know what it exactly is, we desire it. The source of leadership is as mysterious as the source of love. How do we acquire leadership? What does it differ from power?

#1 Robert Katz, "Skills of an Effective Administrator", *Harvard Business Review*, September-October, 1974

#2 John R. P. French Jr. & Bertram Raven, "The Bases of Social Power", *Classics of organization theory* (1959): 311-320.

Case: Lou Gerstner at IBM

Although you are encouraged to read the entire copy of Lou Gerstner's memoir *Who Says Elephants Can't Dance*, the following two short pieces plus some online searching can serve as a substitute.

#1 "Lou Gerstner's Turnaround Tales at IBM", Knowledge@Wharton website, Dec 18, 2002, <http://knowledge.wharton.upenn.edu/article/lou-gerstners-turnaround-tales-at-ibm/>

#2 Lisa DiCarlo, "How Lou Gerstner Got IBM to Dance", *Forbes* website, 11/11/2002, http://www.forbes.com/2002/11/11/cx_id_1112gerstner.html

Case discussion questions:

1. To what extent can we attribute IBM's turnaround to Gerstner?
2. What is Gerstner's strongest skill?
3. How does Gerstner acquire his leadership skills?

Another Case: Coach Carter (1)

(We probably don't have time for two case discussions at one class. If not, we'll discuss this in the next class.)

A short video will be viewed in class.

Case discussion questions:

1. Use the framework from "The Bases of Social Power" to analyze Coach Carter. What types of power does he have?
2. What strategies does he use to "increase" his power?
3. Does he have leadership?
4. Does the old coach have leadership?

Lecture 4: Leadership vs Management (1)

(Sept 8, 2016)

Are leaders and managers different? Are leadership and managers different? If not, why we have different words which in some cases are not interchangeable? If yes, what are the difference and the implications?

Readings:

#1 Abraham Zaleznik, "Managers and Leaders: Are they different?", *Harvard Business Review*, March-April, 1992

#2 John Kotter, "What Leaders Really Do", *Harvard Business Review*, December 2001

Lecture 5: Leadership vs Management (2)

(Sept 12, 2016)

Leaders solve problems. We admire leaders mainly because they lead people to solve problems. Think about Gandhi, Martin Luther King, Chairman Mao, and other "leaders" we have in mind. Are those problems different from problems managers solve?

Readings

#1 Ronald Heifetz and Donald Laurie, "The Work of Leadership", *Harvard Business Review*, December 2001

#2 Lan Liu, "A Dialogue with Heifetz", manuscript

Case: Toyota

Case: Coach Carter (2) & (3)

Lecture 6: Leadership Factor: Love or Fear (1)

(Sept 14, 2016)

#1 J. Sterling Livingston, "Pygmalion in Management", *Harvard Business Review*, January 2003

#2 Roderick Kramer, "The Great Intimidators", *Harvard Business Review*, February 2006

#3 Lan Liu, "Jim Kouzes: Leadership is Everybody's Business", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 27-44

#4 Lan Liu, "Warren Bennis: Generous Leadership", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 45-56

Case: Steve Jobs

Lecture 7: Leadership Factor: Love or Fear (2)

(Sept 19, 2016)

Two cases will be discussed.

Case: Coach Knight

Case: Coach K

Lecture 8: Leaders as Coaches/Teachers

(Sept 22, 2016)

Lecture 9: Leadership and Learning (from Failure)

(Sept 26, 2016)

Lecture 10: Decision-making: Systems Thinking

(Oct 29, 2016)

Lecture 11: Decision-making: Integrative Thinking

(Oct 10, 2016)

Lecture 12: Organizational Culture and Leadership

(Oct 13, 2016)

Lecture 13: Cross-Culture Leadership

(Oct 17, 2016)

Lecture 14: Gender and Leadership

(Oct 20, 2016)

Lecture 15: Dangers and Other Dark Sides of Leadership

(Oct 24, 2016)

Lecture 16: Leadership Lessons from Don Quixote

(Oct 27, 2016)

Lecture 17: Knowing Yourself and Becoming Yourself

(Oct 31, 2016)

Lecture 18: Imagine Your Organization and Yourself (& Oral Exam)

(Nov 3, 2016)

4. Miscellaneous