



北京大學
汇丰商学院

Peking University HSBC Business School

MGT523 Leadership Module 4, 2016-17

Course Information

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Office Hour: 15:30-17:20 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:

cms.phbs.pku.edu.cn

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.

Although the course offers practical leadership advice, it is in essence an intellectual pursuit of using theoretical frameworks to analyse leadership cases. Students who are not intrigued by this sort of exploration should not enroll.

This course employs a "case approach". Some cases are formal business school cases, while some are more casual. Some are in written format, while some are movie episodes or in other formats. A typical class starts with a case discussion, and ends with "theories" and practical advice which the case leads to.

The classroom experience will be highly interactive. Students' participation in discussions is a major part of the classroom experience and will be evaluated. Students will be divided into groups and have group assignments, which will be evaluated.

Prerequisites:

No.

1.2 Textbooks and Reading Materials

There is no single textbook for this course. For each lecture, reading materials will be assigned and posted at the website

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 main theoretical frameworks which they can use to explore the complexities of leadership issues;
- (3) To learn how to analyse a case from different perspectives;
- (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

Grading with a total score of 100 points has four parts.

- (1) Quizzes (45 points): Students are required to read the assigned readings before each class.

Starting from the second class, a quiz will be conducted at the beginning of each class. The content of the quiz is from the readings for this class and the teaching of last class. In total, there will be 17 quizzes, and each is 3 points. We will only count 15 of the quizzes and ignore the two you don't perform very well. If you miss a quiz, a make-up quiz will only be allowed if you miss it for medical reasons for which you have official proof.

- (2) Participation in class discussions (15 points). Students are encouraged to participate in class discussions. When one student speaks up in one class, he or she will get 1 point. In the participation part, a student will get 1 point at most for one class and 15 points at most for the whole course.
- (3) Group assignment (25 points): Students will be divided into groups and finish a group assignment: presentation of a case. The subject of the case will be assigned, and the group will do their own research on the subject, and present both the "story" and the "theory" of the case in class.
- (4) Individual Essay (15 points): Students will submit an essay after the course to summarize the leadership lessons they have learned during their team leadership experience as a team leader or member. The essay is at least 1000-English-word long, but no longer than 1500. The essay must arrive by email by 5pm, 3 July.

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.

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

Lecture 1: Introduction: The Study of Leadership (April 27, 2017)

What do we mean when we talk about "leadership"? How to measure it? How to study it?

Case: Steve Jobs; Wen Hai

Reading:

#1 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.
#2 Case: Wen Hai

Lecture 2: Leadership vs. Power

(May 3, 2017)

What is the difference between leadership and power? What are the relations? How do we exercise power?

Case: Coach Carter (1)

Reading:

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

#2 David C. McClelland & David H. Burnham, "Power is the Great Motivator", *Harvard Business Review*, January 2003

Lecture 3: The Skills of Leadership

(May 4, 2017)

What are leadership skills? How do we categorize them? What is the most important? How do we acquire them?

Case: Coach Carter (2)

Reading:

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

Lecture 4: The Roles of a Leader

(May 8, 2017)

What are the roles a leader should play?

Case: Coach Carter (3)

Reading:

#1 Henry Mintzberg, "The Manager's Job", *Harvard Business Review*, March-April 1990

#2 Peter M. Senge, "The Leader's New Work", *Sloan Management Review*, Fall 1990

Lecture 5: Leadership vs. Management

(May 11, 2017)

Are leaders and managers different? Are leadership and management different?

Case: Coach Carter (4)

Reading:

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

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

Lecture 6: Does Leadership Matter

(May 15, 2017)

Does leader matter? In what ways?

Case: Coach Carter (5)

Reading:

#1 Joel M. Podolny, Rakesh Khurana & Marya L. Besharov, "Revisiting the Meaning of Leadership", *The Handbook of Leadership Theory and Practice* (edit. By Nitin Nohria and Rakesh Khurana), Boston: Harvard Business Press, 2010, pp. 65-105

Lecture 7: Leadership Factor: Love or Fear

(May 18, 2017)

Would better for leaders to be feared or loved?

Case:

Coach Knight: The Will to Win (HBS Case No. 9-406-043)

Coach K: A Matter of Heart (HBS Case No. 9-406-044)

Reading:

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

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

#3 Case: Coach Knight

#4 Case: Coach K

Lecture 8: Leaders vs. Followers

(May 22, 2017)

Should leaders be liked? Or in other words, should leaders seek popularity?

Case:

Coach Knight: The Will to Win (HBS Case No. 9-406-043)

Coach K: A Matter of Heart (HBS Case No. 9-406-044)

Reading:

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

#2 George B. Graen & Mary Uhl-Bien, "Development of Leader-Member Exchange (LMX) Theory of Leadership over 25 Years", *Leadership Quarterly* 6:2 (1995), pp. 219-247

#3 Case: Coach Knight

#4 Case: Coach K

Lecture 9: Leadership Styles

(May 24, 2017)

What are different leadership styles? Are some styles more effective? Or are they all effective in different situations?

Case: The Nice Guy

Reading:

#1 Daniel Goleman, "Leadership That Gets Results", *Harvard Business Review*, March-April 2000

#2 Suzanne M. Johnson Vickberg & Kim Christfort, "Pioneers, Drivers, Integrators, and Guardians", *Harvard Business Review*, March-April 2017

#3 Case: The Nice Guy

Lecture 10: Leadership: Good to Great

(May 25, 2017)

Do we have different levels of leadership? What is the greatest level of leadership?

Case: Mr. Keating

#1 Jim Collins, "Level 5 Leadership", *Harvard Business Review*, July-August 2008

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

Lecture 11: Case: Chairman Mao

(June 1, 2017)

What is the story and lessons of Chairman Mao's leadership? The case will be presented by one group of students.

Case: Chairman Mao

Reading:

#1 Mark Van Vugt, Robert Hogan, and Robert B. Kaiser, "Leadership, Followership, and Evolution: Some Lessons from the Past", *American Psychologist*, April, 2008 pp. 182-196

#2 Lan Liu, "Manfred Kets de Vries: Leadership on the Couch", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 189-208

Lecture 12: Case: ZHANG Ruimin

(June 5, 2017)

What is the leadership story and lessons of Haier's ZHANG Ruimin, the famous Chinese business leader? The case will be presented by one group of students.

Case: ZHANG Ruimin

Reading:

#1 John P. Kotter, "Leading Change: Why Transformation Efforts Fail", *Harvard Business Review*, January 2007

#2 Lan Liu, "John Kotter: Stories as a Force for Change", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 141-154

Lecture 13: Case: Mahatma Gandhi

(June 8, 2017)

What is the story and lessons of Gandhi's leadership? The case will be presented by one group of students.

Case: Gandhi

Reading:

#1 Lan Liu, "Howard Gardner: Leaders as Storytellers", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 125-140

#2 Lan Liu, "Debashis Chatterjee: Leading Consciously", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 235-259

Lecture 14: Storytelling Leadership

(June 12, 2017)

This lecture explores two themes at the same time: (i) leadership needs the technology of foolishness, and (ii) leaders become themselves by telling stories of who I am.

Reading:

#1 James G March, "The Technology of Foolishness," *Ambiguity and Choice in Organizations*, 1976, pp. 69-81

#2 Herminia Ibarra and Kent Lineback, "What's Your Story", *Harvard Business Review*, January 2005

Lecture 15: Case: Indra Nooyi

(June 15, 2017)

What is the story and lessons of Indra Nooyi's leadership? The case will be presented by one group of students.

Case: Indra Nooyi

Reading:

#1 Judy B. Rosener, "Ways Women Lead", *Harvard Business Review*, November-December 1990.

#2 Alice H. Eagly, "Female Leadership Advantage and Disadvantage: Resolving the Contradictions", *Psychology of Women Quarterly*, Vol.31, No.1, 2007, pp. 1-12.

Lecture 16: Case: Kazuo Inamori

(June 19, 2017)

What is the story and lessons of Kazuo Inamori's leadership? The case will be presented by one group of students.

Case: Kazuo Inamori

Reading:

#1 Peter F. Drucker, "What We Can Learn From Japanese Management", *Harvard Business Review*, March-April 1971.

#2 Charles Y. Yang, "Demystifying Japanese Management Practices", *Harvard Business Review*, November-December 1984.

Lecture 17: Case: Nelson Mandela

(June 22, 2017)

What is the story and lessons of Nelson Mandela's leadership? The case will be presented by one group of students.

Case: Nelson Mandela

Reading:

#1 Geert Hofstede & Michael Harris Bond, "The Confucius Connection: From Cultural Roots to Economic Growth", *Organizational Dynamics*, Vol. 16, No.4, 1988, pp. 5-21

#2 Lan Liu, "Cho-yun Hsu: Leading the Confucian Way", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 211-234

Lecture 18: Summary: Team Leadership

(June 26, 2017)

What is your leadership lesson from being a team leader or a team member during this course?

Case: Your team

Reading:

#1 Jon R. Katzenbach and Douglas K. Smith, "The Discipline of Teams", *Harvard Business Review*, July-August 2005

#2 Bruce W. Tuckman, "Developmental Sequence in Small Groups", *Psychological Bulletin*, Vol. 63, No.6, 1965, pp. 384-99.