



北京大學
汇丰商学院

Peking University HSBC Business School

MGT523 Leadership Module 1, 2017-18

Course Information

Instructor: Lan Liu

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OfficeHour: 15:30-17:20 on Mondays and Thursdays

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Classes:

Lectures: Mondays and Thursdays, 13:30-15:20

Venue: PHBS Building, Room 325

Course Website:

cms.phbs.pku.edu.cn

1. Course Description

1.1 Context

Course overview:

This course discusses vital issues involved in being, becoming, confronting, and evaluating leaders in an organizational context.

Although the course frequently presents vivid cases and occasionally offers practical advice, it is in essence an intellectual exploration of how we understand leadership from perspectives of social sciences and humanities. Students who are not intrigued by this sort of adventure should not enroll.

A typical class starts with a case discussion, which might lead to “theories”, practical advice, or only to more questions. The classroom experience is supposed to be highly interactive.

Prerequisites:

No.

1.2 Textbooks and Reading Materials

There is no single textbook for this course. Reading materials have been assigned for each lecture. They will be available for downloading at the course 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 facilitate intellectually rigorous thinking;
- (2) To arm them with main theoretical frameworks 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) Three quizzes (30 points). They will be held at the sixth, twelfth, and eighteenth session of the course respectively.
- (2) A term essay (30 points). Imagine you are a leadership scholar who is invited to write an editorial for *the New York Times* or *the Economist* about a business or political leader. Choose a leader (and do your research), use what you have learned in this course, write an editorial. The length is about 1500-2000 words. Submit it by email by 1pm Nov. 10.
- (3) A group assignment (25 points). A case presentation will be made by each group at different time during the course.

(4) Attendance (15 points). Punctuate and full attendance is required. Everybody is awarded 15 points in advance. Being late or leaving early will entail 1-point penalty, and missing one class 2-point. The only exception is sick leave with official hospital proof.

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.

Lecture 1: The Ambiguity of Leadership

(Sept. 4, 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 Lan Liu, "James March: Leadership and Life", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 157-172

#2 Case: Wen Hai

Lecture 2: Leadership vs. Power

(Sept. 7, 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

(Sept. 11, 2017)

What are leadership skills? How do we categorize them? What is the most important one? 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 Styles of a Leader

(Sept 14, 2017)

Does style matter? What are different leadership styles?

Case: Coach Carter (3)

Reading:

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

#2 (optional) Robert J. House & Ram N. Aditya, "The Social Scientific Study of Leadership: Quo Vadis?" *Journal of Management*, 1997, 23 (3), 409-473.

Lecture 5: Leadership vs. Management

(Sept. 18, 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

(Sept. 21, 2017) (the First Quizz)

Does leadership matter? If yes, 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: Love or Fear (1)

(Sept. 25, 2017)

Is fear a great motivator?

Case: (presented by one group of students)

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

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

Lecture 8: Love or Fear (1)

(Sept. 28, 2017)

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

Case: (presented by one group of students)

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

Lecture 9: The Roles of Leadership

(Oct. 9, 2017)

What are different leadership roles?

Case: Captain Jack

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 10: Leadership: Good to Great

(Oct 12, 2017)

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

(Oct 16, 2017)

What is the story and lessons of Chairman Mao's leadership? The case will be researched and 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

(Oct 19, 2017) (the Second Quizz)

What is the leadership story and lessons of Haier's ZHANG Ruimin, the famous Chinese business leader? The case will be researched and 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

(Oct 23, 2017)

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

Case: Gandhi

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

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

Lecture 14: Case: Indra Nooyi

(Oct 26, 2017)

What is the story and lessons of Indra Nooyi's leadership? The case will be researched and 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 15: Storytelling Leadership

(Oct 30, 2017)

Why and how to lead by storytelling?

Case: Michelle Obama/Ritz-Carlton

Reading:

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

#2 Peter Guber, "The Four Truths of the Storyteller", *Harvard Business Review*, December 2007

#3 Firstround.com, "The Pivotal Stories Every Startup Leader Should Be Able to Tell"

#4 Carmine Gallo, "How Ritz-Carlton Maintains its Mystique", February 14, 2007, www.bloomberg.com

Lecture 16: Storymaking Leadership

(Nov. 2, 2017)

Why and how to become a leader by making your own stories?

Case: Steve Jobs

Reading:

#1 Bill George et al, "Discovering Your Authentic Leadership", *Harvard Business Review*, Feb 2007

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

#3 Lan Liu, "Bill George: Authentic Leadership", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 57-72

Lecture 17: Moral Leadership

(Nov 6, 2017)

How to tackle the most difficult leadership situation: choosing between right and right, or wrong and wrong?

Case: The plight of the USA president

Reading:

#1 Lan Liu, "Joseph Badaracco Jr. Leading Quietly and Morally", *Conversations on Leadership*, John Wiley & Sons, 2010, pp. 173-188

#2 Joseph Badaracco Jr. "Chapter 3: The Futility of Grand Principles", *Defining Moments: Why Managers Must Choose Between Right and Right*, Harvard Business School Press, 1997

Lecture 18: Team Leadership

(Nov. 9, 2017) (the Third Quizz)

What are your leadership lessons 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 BruceW.Tuckman, "Developmental Sequence in Small Groups", *Psychological Bulletin*, 63(6), 1965, pp. 384-99.