

15.318 ? LEADERSHIP AND CHANGE IN ORGANIZATIONS

Leaders for Manufacturing

Spring 2001

Wednesdays: 2:30 – 5:30, E56-Penthouse

Instructor: Deborah Ancona
E52-582
(617) 253-0568
ancona@mit.edu

TA: Charlotte Smith
c_smith@mit.edu

Carrie Zeisse
czeisse@mit.edu

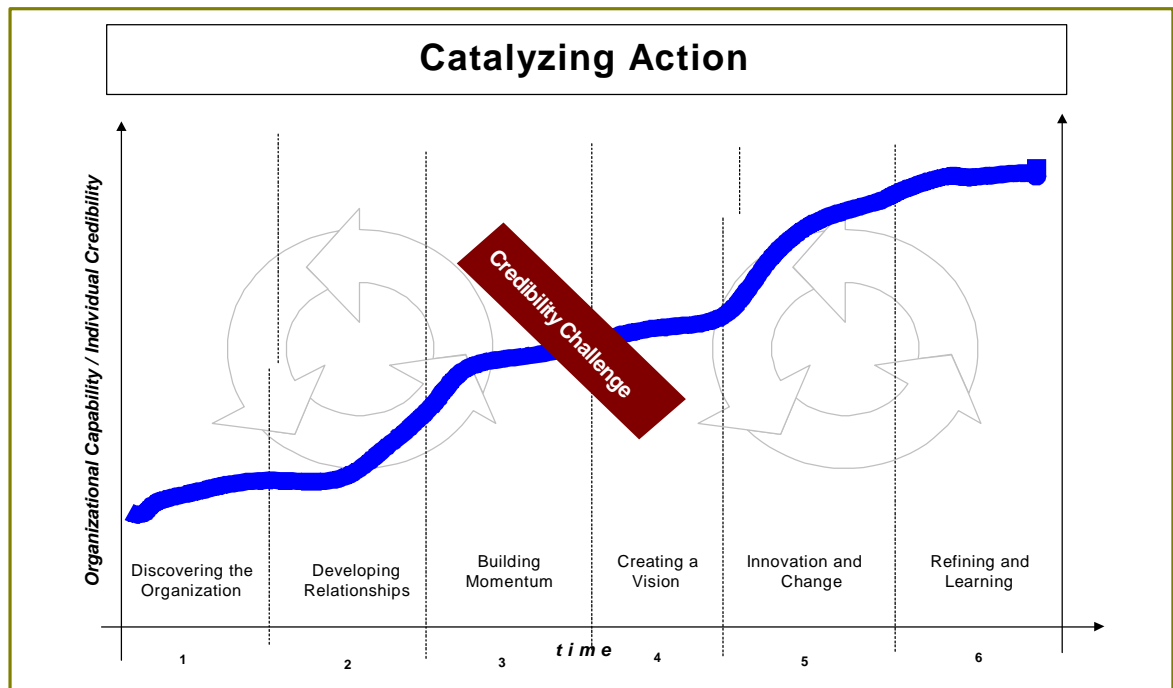
Class Web Page <http://web.mit.edu/15.318/>

Course Overview

The aim of this course is to give you a theoretical and practical understanding of leadership. Leadership is seen as more than having a particular style, being charismatic, or giving orders. In modern, global organizations that rely more on the flow of information, flatter structures, and knowledge workers, leadership also involves creating and institutionalizing organizational change, acting with integrity and developing relationships. It is not only about the individual but also about getting others to take action and solve complex problems.

The course is based on the 3C's model of Leadership: catalyzing action, contingent on context, and change signature. Catalyzing action includes six steps: discovering the organization, developing relationships, building momentum, creating a vision, innovation and change, and refining and learning (see next page). How you go through the steps depends upon the context and who you are as an individual. The course should enable you to increase your knowledge and skills related to catalyzing action.

This course will cover leadership theory, leadership skills, and self-reflection. The course proceeds from a point of view. Learning of these materials will only be internalized and used if students increase their own personal awareness of who they are, including personal history, personality type, and core assumptions and values. Through cases, experiential exercises, role plays, videos, and self-assessment exercises, this course will try to further your ability to understand yourself and to exercise leadership.



1. Discovering the Organization
2. Developing Relationships
3. Building Momentum
4. Creating a Vision
5. Innovation and Change
6. Refining and Learning

Specific Course Objectives

1. Expose students to a variety of perspectives on leadership and change.
2. Examine the complex relationships among leadership, change and context. What forms of leadership and change are appropriate under what conditions?
3. Assess your own leadership assumptions and skills and explore how they can be enhanced.
4. Learn from the leadership experiences of others.
5. Create your own leadership plan for the future.

Key Ideas

- Leadership is about change: catalyzing action.
- Leadership is an ongoing process involving a set of individuals taking on a variety of tasks and working interdependently. It is not a position or a single person.
- Leadership is contingent: to be an effective leader you need to be able to map the context and the culture and work with an understanding of what is enabled and what is constrained.
- There is no one way to be a leader. You must understand yourself and find a style and mode of change-your change signature-that fit your values, competencies, and influence style.
- When you appear on the front page of a major newspaper we want to be proud of what we read. When catalyzing action it should be the service of social values.

Course Format

This course is designed to create an understanding of leadership both on the cognitive and experiential levels. Thus, active involvement in class exercises and assignments is very important. To take this into account class participation and attendance are counted heavily. In addition, students create their own teams in the first few weeks of class. There are several team assignments and teams must meet periodically throughout the term to help individual members in the learning process.

Texts

The class uses a course packet that can be purchased from the Copy Technology Center in the basement of the Sloan Building.

Course Evaluation

Grades will be computed by weighting your scores on each component of the course as follows:

1. Class Participation 20%

Since this is an experiential class, participation involves more than doing the readings and speaking up in class. Participation involves using the material from class to better understand your leadership abilities and those of others, and working to create a productive team. It also involves helping the class to learn about leadership. This might mean bringing in current articles about leadership, making people aware of leadership opportunities, or sharing your views about leadership on email.

You cannot learn in this class if you do not attend. Therefore, this class has an attendance policy. Each class absence above one will result in a penalty of one half-letter grade for the course.

2. Analysis of a leader 20%

Due April 25

You will be asked to study a leader in business or politics. The person might be dead or alive, famous or someone you simply want to learn more about. You should document the leader's personal history, individual characteristics, and the context in which he/she led. In addition, the mode of catalyzing action, the change signature and examples of courage need to be chronicled. Finally, you will be asked to evaluate this person as a leader, why you chose this person, and what you learned about leadership and yourself. Grades are based on your ability to tell a thorough story of your leader and to tie your leadership analysis to concepts from class.

3. Individual Reports Each worth 10% of grade

Throughout the term I will expect you to be creating a Leadership Book. This book should contain a summary of what you have learned about leadership both inside and outside of class, your change signature, your model of leadership, and your ideas for the future leadership development. You will need to create short summaries (3-5 pages) of your leadership book that will be graded throughout the term.

Report #1

Due March 14

Summarize your key learning's about "discovery" and "developing relationships". How would you characterize your own modes of discovery and developing relationships? What are your strengths and weaknesses in these areas? How can you improve your skills in these areas? Support your analysis with examples from school and/or work.

Report #2

Due April 11

Summarize your change signature. What is your credo, how do you gain credibility, and how would you evaluate your own emotional intelligence? What tactics do you generally use to create change? How have early childhood and work experiences influenced your change signature? Create a collage that symbolizes your change signature.

Report #3

Due May 2

Summarize your key learning's about vision, change, and the role of context in leadership activity. What are the implications for your own leadership activity and development? What contexts fit best with your personality and skills?

Report #4

Due May 16

What are the three most important things that you have learned from this class? If an interviewer asks you about what leadership means to you and what kind of leader you are, how will you respond? Summarize your strengths and weaknesses as a leader. Prepare a Leadership development plan for the next five years.

4. Team Learning 20%

I have found in the past that the Application Team (A-Team) helps students to apply the lessons learned in class to their work and personal situations and to further their discussion and understanding of leadership. To facilitate that process you are required to create an A-Team that will have to complete any three of the nine activities listed below. The TA and professor are available to help with materials and guidance on these activities. In addition, the A-Team can do whatever its members feel will facilitate member learning. The A-Team will need to submit a 3-5 page paper on the last day of class summarizing the learning's from their joint work.

A-Team Exercises

- (1) Have each team member bring in a leadership story about him/herself that posed a real challenge. After telling the story have team members brainstorm alternative ways to understand the situation and alternative ways to deal with the situation. Follow the same process for each story.
- (2) Have each member of the team interview an admired leader using concepts from the class to guide the questions. Report back to the team and look for commonalities and differences across leaders. How does this analysis influence your model of Leadership?
- (3) Choose a leadership assessment instrument and have each team member assess the other members. Or have members get former work colleagues to fill out the instruments. Summarize the results and discuss the findings with other team members.
- (4) Choose a leadership role-play and videotape your team performing the role-play. View the video as a team and provide feedback to members.
- (5) Have each team member observed by other team members during a leadership activity, e.g. chairing a club meeting. Provide feedback to that team member.
- (6) Have all team members view three movies or read two books with leadership as a theme. Discuss how lessons from the films or books mesh with topics in the class and your own leadership experiences.
- (7) Choose a change effort to which all team members are committed, e.g. getting all class members to contribute their sign-on bonuses to charity, and try to implement the change.
- (8) Have each member of the team share his/her leadership analysis. What did each member learn? What are the main commonalities and differences across leaders? How does this analysis influence your model of Leadership?
- (9) Have each member of the team share his/her personal vision for self, family, school, work, or future. Provide feedback and plan a way for each member to make progress on understanding or achieving that vision.

Classes

Optional Background Readings for the course:

1. Introduction to Leadership
2. “Leadership in Organizations” by Alan Bryman

I. INTRODUCTION

1. February 7 –Implicit Models of Leadership

Today we will try to understand the models and myths that people bring to class. We will cover.

- 1) *Exercise:* What is leadership?

Think about the characteristics and behaviors of leaders that you have seen in your work settings.

- 2) *Exercise:* Are leaders born or made?
Handout: Novell Inc.

- 3) *Exercise:* Leadership is going on all the time
Handout: Unit of One Handbook

II. DISCOVERY, AND DEVELOPING RELATIONSHIPS

2. February 14 – Discovering the Organization

Case: Eric Peterson (A) (B) (C)

Read this case to assess Peterson as a leader, you do not need to know all the details for the cellular phone industry.

Questions:

- a) What problems are facing Peterson?
- b) What are the underlying causes of these problems? How effective has Peterson been in catalyzing action in the

Hanover start-up, in terms of diagnosing the organization, developing relationships, and building momentum?

- c) Use the “Diagnostic Guide” on our web site to help determine what action plan you would have put together had you been Peterson.
- d) What should Peterson do now?

3. February 21 – Developing Relationships – Understanding Others

Readings: “Problems of Communication in Interpersonal Behavior” by Athos & Gabarro

“The Individual Frame of Reference” by Athos & Gabarro

Case: Karen Leary (A)

The class will be divided between Leary and Chung. Answer the following questions from the perspective that you have been assigned.

Questions:

- a) What are Leary’s and Chung’s frames of reference? How do they differ?
- b) How has the relationship between Leary and Chung evolved.
- c) How should Leary respond to Chung’s request for an office?
- d) How would you improve this working relationship?
- e) If you were Leary’s regional director how would you evaluate her performance?

Activity: We will do a listening skills exercise in class.

4. February 28 – Learning the skills of Dialogue

Readings: The forward and Chapter 1 of William Isaac’s book, “Dialogue and The Art of Thinking”

Today Bill Isaacs will be a guest in class. He will teach some skills in how to effectively create dialogue in organizations and talks about how dialogue can produce change.

5. March 7 – Developing Relationships – Influence and Networks

Readings: “Developing Management Skills: Power and Influence” by David Whetten and Kim Cameron

Exercise: Fill out the Network exercise.

Case: Lyndon Baines Johnson

Questions

- a) How did Johnson succeed in becoming the “boss of the little Congress”?
- b) What sources of power did he rely on?
- c) What influence tactics did he use?
- d) How effective was he?
- e) What lessons, if any, can you learn from Johnson about how to acquire power and exercise influence?

Optional Readings: “How the President Leads” by Anni Layne.
Available on website:
http://www.fastcompany.com/feature/00/res_greenstein.html

6. March 14 –The Change Signature: The Tactics of Catalyzing Action

Readings: “Bob Knowling’s Change Manual” by Noel Tichy.
Available on web site:
<http://www.fastcompany.com/online/08/change2.html>

Excerpts from *Credibility* by James Kouzes and Barry Posner, pp. 58-87.

Skim: “The Organizational Work of Taking Charge” by John J. Gabarro
Sabena Belgian World Airlines (A)

Start thinking about your own change manual. In your experience what is your implicit model of how to go about diagnosis, building interpersonal relationships, and improving performance? We will compare your model to that of a new manager (just out of INSEAD) at Sabena.

7. April 4 – The Change Signature

Today we will be doing some self-assessment exercises.

Read: “What Makes a Leader?” by Daniel Goldman

Assignment: Prepare to tell two of your own leadership stories. One should highlight an effective leadership experience and one on ineffective leadership experience. Each story should be five minutes or less. Also be prepared to code another person’s leadership story. That is, come to class knowing Goleman’s five components of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy, and social skill.

In class we will break up into groups of three. One person will tell his/her stories, one person will listen and ask questions, and one person will code the stories using Goleman’s categories. Then we will rotate roles.

Read: “Ghosts in the Executive Suite” by Dennis Perkins

Assignment: Prepare your genogram and think about the impact of your childhood on your current leadership practices. You will have a discussion about this with one or two other people in class, but will not actually show your genogram to anyone else.

III. THE ROLE OF CONTEXT AND SELF IN CATALYZING ACTION

8. April 11 – Taking Charge in a Model 1 and Model II Organization

Readings: “The Myth of the Generic Manager: New Personal Competencies for New Managerial Roles” by Christopher Bartlett and Sumantra Ghoshal

“From Tuning to Overhaul: The Dimensions of Change” by David Nadler

Excerpts from *Credibility* by James Kouzes and Barry Posner, pp. 13-26.

View: 12 O’Clock High and The Deep Dive

12 O’Clock High can be rented at your local video store or you can come to a showing of the film. Date, time, and place will be announced. We will view the Deep Dive in Class.

In 12 O’Clock High, describe the leader and the process of catalyzing action. Describe the context in which leadership operated, and the speed at which action unfolds.

IV. VISION, CHARISMA AND CHANGE

9. April 18 – That Vision Thing

Readings: “Building Your Company’s Vision” by James C. Collins and Jerry Porras

Case: Charlotte Beers at Ogilvy and Mather Worldwide (A)

Questions:

- a) What is the vision for Ogilvy and Mather that Beers and her team developed?
- b) How was the vision created?
- c) Evaluate the vision and the vision creation process?
- d) What should Beers do about the problems she faces in December?

Readings: “Inspiring Others: The Language of Leadership” by Jay Conger

“Every Leader Tells a Story” by Elizabeth Weil

Available on website:

<http://www.fastcompany.com/online/15/rftf.html>

Today we will discuss charismatic leadership. Come to class prepared to discuss a charismatic leader.

10. April 25 – Charisma and Leadership in the Field

Prepare a five-minute charismatic speech in your team that fits the scenario handed out. Be prepared to present your speech in class. Today we will have a guest speaker addressing a more participative form of leadership

11. May 2 – Implementing Change on Internet Time

Readings: “The Discipline of Building Character” by Joseph Badaracco

“Built to Flip” by Jim Collins

Available on website:

<http://www.fastcompany.com/online/32/builttoflip.html>

Fast Company article on speeding up a start-up

Case: Meg Whitman at eBay

Describe the organization that Meg inherits. What are the strategic design, political, and cultural challenges she faced? How well did she handle those challenges? What does she need to do now to be an effective leader?

Guest: Michael Lannon from send.com will talk about leadership in an internet start-up.

V. CREATING CAPACITY FOR INDIVIDUAL AND ORGANIZATIONAL LEARNING

12. May 9 – To be Announced

13. May 16 – Finding Your Voice as a Leader

Readings: “Find Your Voice” by Jim Kouzes. Available on web site

<http://www.mgeneral.com/3-now/98-now/030798jk.htm>.

Assignment: In teams prepare an ending exercise that provides closure to the course and summarizes what you have learned in the class.

Exercise: Begin to think about your life after Sloan. What will be key priorities in the years ahead. With your partners discuss the questions provided.

Today in class we will watch a video of an effective example of gaining credibility, catalyzing action, and value-driven leadership