



**THE CITY COLLEGE OF NEW YORK
DEPARTMENT OF ECONOMICS**

**ECO 31206
LEADERSHIP
Spring 2007**

Mondays and Wednesdays, 3:30-4:45 pm, room HR-13

Instructors:

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COURSE DESCRIPTION

The purpose of this course is to examine leadership in an organizational context. It will increase your knowledge of the challenges facing today's leaders. Among other topics, we will discuss the leader's mind, heart, courage, ethics, and vision, and we will analyze how leaders interact with followers. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Guest lectures by real-life leaders from a variety of backgrounds will give you first-hand insight into a leader's development and experience, and will allow you to directly observe the behavior of leaders. You will also develop your own leadership potential through the completion of experiential exercises and self assessments.

COURSE OBJECTIVES

Upon completion of this course, you should be able to:

1. Understand selected traditional and contemporary models of leadership, and how individual styles compare to such models;
2. Gain an appreciation of the responsibilities and privileges of leadership, including moral and ethical decisions and the use of authority and power;
3. Examine the context of leadership, mostly central to which is the relationship between the individual and the group;
4. Apply the foundational areas of leadership to practical and real-life situations;
5. Appraise and refine your own teamwork, critical thinking, and leadership skills.

COURSE REQUIREMENTS

Your grade in this course will be based on the following five requirements:

Requirement	Weight
1. Participation	20%
2. Top Five Lists	20%
3. Short Writing Assignments	15%
4. Leader Assessments	20%
5. Group Project	25%

1. PARTICIPATION (20% of course grade)

This is a discussion-based class, so attendance and participation are of crucial importance. It is expected that you will come to class prepared for active participation. A quality learning experience in this course rests heavily upon interaction and exchange of ideas among you, the instructors, and the guest speakers.

Active participation means that you will:

- Master the assigned materials
- Be alert and engaged
- Offer thoughtful contributions to class discussions
- Listen to, respond to, and build on comments by your classmates.

Whereas attendance is required, please note that ***just being present in class does not count***. Any form of non-engaged behavior is unacceptable in this class. If the behavior is repeated, you will be asked to leave the class and a grade of zero will be entered for that day. However, we realize that some students are naturally less inclined to speak up in class, or might just need a little longer to process discussions. Don't worry – you may ***email*** responses to or thoughts about class discussions and exercises ***up to 48 hours after the end of the class*** to Professor Binz-Scharf, and this will be considered as active participation.

2. TOP FIVE LISTS (20% of course grade)

This individual writing assignment should encourage you to prepare your readings critically and analytically, as well as give you practice at organizing and summarizing information. You will be required to compile a “top five” list of the most important insights from your assigned readings on the day the readings are due. You must rank order your items and explain *why* each of them is important. You should also indicate why you chose your top rated item as the *most* important.

Format: All papers must be typed, double-spaced, with a 1-inch-margin all around, written in a twelve-point font. Place your name, date, and assignment number on the top right hand of the page. Please be sure to run a spell and grammar check before submitting your assignments.

Grading: You will get a high grade for a thoughtful list that has depth of insight. Just copying headings from a reading will result in a zero, as will late or handwritten papers. Your grade will be based on *thoughtfulness, creativity, and adherence to the guidelines above*. It will be calculated as an average of the best 7 (out of 9) top five lists.

3. SHORT WRITING ASSIGNMENTS (15% of course grade)

These two individual writing assignments should help you to apply theoretical concepts to real-life situations and link them to your own experience.

- **Application of Leadership Theories** (5% of course grade)

For this assignment you will have to read chapters 2 & 3 of the Daft textbook. After reading the chapters, describe your personal best leadership experience – an experience in which you were most effective. What theory or metaphor best describes your leadership approach and why? For each of the leadership theory categories (trait, behavioral, etc.), provide examples of specific leaders whose leadership can be described based upon that approach. Give examples of people who practice these theories. **Due Monday, February 5.**

- **Autobiography** (10% of course grade)

What is your family history? What are your family traditions and customs? How have these factors shaped your life? How have your values been developed? What role do you play in your family? How have your family experiences shaped your view of leadership? Write about the first time you realized your own leadership potential. Who and what outside your family influenced or shaped your values and philosophy of leadership, both positively and negatively? Discuss the role of mentors or role models in your life. Finally, discuss critical incidents that have occurred in your life and how they have transformed you. **Due Monday, February 26.**

Format: Again, papers must be typed, double-spaced, with a 1-inch-margin all around, written in a twelve-point font. Place your name, date, and assignment name on the top right hand of the page. Please be sure to run a spell and grammar check before submitting your assignments. You might also want to make an appointment at the Writing Center (see section on “ground rules” later in the syllabus).

Grading: Your grade will be based on *thoughtfulness, clarity of thought and expression, and adherence to the guidelines above*.

4. LEADER ASSESSMENTS (20% of course grade)

Over the course of the semester, we will have several guest speakers who are real-life leaders from a variety of backgrounds. You will write an assessment for each of these leaders, based both on research you do on the leader prior to the lecture and your impression afterwards. In your assessment, you will address the following questions: What does/did this person do? What, in your eyes, qualifies this person as a leader, and what impresses you most about this person? What values does the leader profess? The leader assessments are *due at the beginning of the class indicated in the schedule*.

Format/grading: same as for short writing assignments. Your grade will be calculated as an average of the best 7 (out of 9) assessments.

5. GROUP PROJECT (25% of course grade)

We will form groups of 3-4 students on the first day of class for the group project. Each group will research and write a *group paper* on the leadership qualities and effectiveness of a given individual. This individual can be contemporary or historical, corporate or non-corporate, good or bad. *You need to have your choice of leader ok'd by the instructors*. The analysis should relate to course concepts and use behavioral examples from the leader's life and activities. What theories or concepts best explain this individual's behavior? Analyze the leader's effectiveness or ineffectiveness. What could we learn from this leader, or what does this leader need to learn? The group paper will account for 20% of your grade. *Choice of leaders is due Wed, Feb. 21, and group paper is due Mon, May 7.*

Format: The paper should be maximum 15 pages long (including references), double-spaced, with a 1-inch-margin all around, written in a twelve-point font. Use appropriate references for all statements and quotations. If you have questions about this, ask!

Grading: Each individual's grade on the paper will be determined as follows:

- 75% grade assigned by the instructors
- 25% grade assigned by other group members to you (through peer evaluations)

Another 5% of the class grade will be allocated to the **group presentation** of the project. The allotted time for each presentation is 20 minutes, including Q&A. It is important that you engage your audience with your presentation – no matter how you do it, by all means avoid pre-written speeches that are read to the group, and under-prepared presentations that are badly organized. The presentations will be evaluated by your fellow classmates using the evaluation form that will be distributed prior to the presentations.

READINGS

The following books are being used in this course. They are available for purchase at the university bookstore, or you can shop for them online. Although you are required to read only a few chapters from the recommended book, you should get a copy of it and read it all!

Required text

Richard L. Daft, *The Leadership Experience* (Thomson South-Western, 3rd ed., 2005).
ISBN: 0-324-26127-6

Recommended text

Gregory H. Williams, *Life on the Color Line: The True Story of a White Boy Who Discovered He Was Black* (Plume/Penguin Books, 1995).

ISBN: 0-452-27533-8

You are strongly encouraged to regularly read a daily newspaper, such as the *New York Times*, the *Financial Times* or the *Wall Street Journal*, and/or a weekly magazine, such as *Business Week* and the *Economist* (note that you can easily subscribe to an **RSS feed** of these publications on chosen topics! If you don't know how to do this, ask). We expect you to keep yourselves informed on current developments of the topics discussed in class.

Except where otherwise noted, all other readings are available either online or will be distributed in class. In addition, you will find reading materials, links to the online resources and other course information on Blackboard (<https://blackboard-doorway.cuny.edu/>).

SOME GROUND RULES
1. Class Attendance

Out of consideration for your fellow classmates, the instructors, and the guest speakers, it is imperative that you be **ON TIME** for class. For the same reason, please **switch off or mute** all devices emitting any kind of sound. Lateness and noises are highly disruptive! We reserve the right to deny access to the class to students who are late.

2. Written Assignments

A big part of your grade is determined by writing assignments, and their quality (not their length!) is very important. If you are unsure of your writing skills, we strongly encourage you to finish your assignments early and take them to the **Writing Center** (located in the NAC building, Amsterdam Ave, Plaza 3rd floor South). You can schedule an appointment through their website (do it right away! You now know when the assignments will be due!): <http://www.cuny.edu/writingcenter/>.

2. Working in Groups

You should try to resolve any disputes that may arise in work groups early. If you believe a member of the group is not carrying his/her weight, tell the member as soon as you can. Groups should try to resolve any disputes on their own if at all possible. We will intervene if you come to us and tell us that you have reached an irresolvable impasse, and we reserve the right to lower the individual grade of any group member who has not contributed a reasonable share to the group project. Again, don't wait until the last minute to address group conflicts!

3. Academic Integrity

The CUNY Policy on plagiarism says the following about plagiarism (the CUNY Policy can be found in Appendix B.3 of the CCNY Undergraduate Bulletin 2005 -2007):

“Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
2. Presenting another person's ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.
5. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

The City College Faculty Senate has approved a procedure for addressing violations of academic integrity, which can also be found in Appendix B.3 of the CCNY Undergraduate Bulletin."

Be aware that if we suspect plagiarism **we will follow this procedure, no exceptions made**; i.e. we will report you to the Academic Integrity Official. Disciplinary sanctions range from failing the class to expulsion from the college.

5. Changes to the syllabus

Finally, we reserve the right to amend all policies stated above. Please make sure to check the class page on Blackboard regularly, where we will post announcements and any changes to the syllabus.

PRELIMINARY CLASS SCHEDULE

Note that the listed date is the date we will be discussing the readings. Hence, you must do them (and prepare related assignments) *in advance* of that date. The readings consist of the following elements:

- **Daft** – refers to your textbook (The Leadership Experience)
- **All other readings** – will be distributed in class
- **Cases** – unless otherwise indicated cases are located in your text

Week	Date of Class	Topics	Assignments
INTRODUCTION TO LEADERSHIP			
Week 1	Mon, Jan 29	Introduction to the course	
	Wed, Jan 31	What is leadership?	<p>Wed: Top Five List #1 due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 1 • Polly LeBarre: “Do you have the will to lead?” • John P. Kotter: “What leaders really do” <p>Prepare to discuss:</p> <ul style="list-style-type: none"> • Case: Sales Engineering Division (p. 34) <p>Complete and score:</p> <ul style="list-style-type: none"> • Your leadership potential (p 17) • Are you on a fast track to nowhere? (p. 27)
OVERVIEW OF LEADERSHIP THEORIES			
Week 2	Mon, Feb 5 / Wed, Feb 7	Trait, behavioral, and contingency theories	<p>Mon: Application of Leadership Theories due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 2 & 3 <p>Complete and score:</p> <ul style="list-style-type: none"> • What’s your leadership orientation? (p. 58)
		Exercise on fostering collaboration: Shaping the future	
	Mon, Feb 12	No class (Lincoln’s Birthday)	
INDIVIDUAL SIDE OF LEADERSHIP			
Week 3	Wed, Feb 14	Personal elements of great leadership: mind and heart	<p>Wed: Top Five List #2 due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 5 • <u>Williams</u>: Ch. 4 & 7 (Ch. 1-3 strongly recommended) • Daniel Goleman: “What makes a leader?” • Rob Goffee and Gareth Jones: “Managing authenticity: The paradox of great leadership” <p>Complete and score:</p> <ul style="list-style-type: none"> • Myers-Briggs Type Indicator (p. 159) • Emotional Intelligence (p. 197)
	Thu, Feb 15 (Monday schedule)	Gregory H. Williams on personal leadership development	

Week	Date of Class	Topics	Assignments
Week 4	Mon, Feb 19	No class (President's Day)	
	Wed, Feb 21	Personal elements of great leadership: courage, morality, and ethics	<p>Groups must have their choice of leader for the group project ok'd by the end of class today</p> <p>Wed: Top Five List #3 due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 6 • John A. Byrne: "After Enron: The ideal corporation" • Jerry Useem, Ellen Florian, Doris Burke, and Julie Schlosser: "Have they no shame?" • Joanne Ciulla: "Honest work" <p>Prepare to discuss:</p> <ul style="list-style-type: none"> • Case: Young Leaders Council (p. 245)
Week 5	Mon, Feb 26	Guest speaker (Jack Rudin)	Autobiography due
	Wed, Feb 28	Guest speaker (Edward Koch)	Leader Assessment due (Jack Rudin)
RELATIONAL SIDE OF LEADERSHIP			
Week 6	Mon, Mar 5	Communication	<p>Top Five List #4 due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 9 • Binz-Scharf: "Collaboration, communication, and control" • Cynthia Crossen: "Blah, blah, blah: The crucial question for these noisy times may just be: 'Huh?'" <p>Complete and score:</p> <ul style="list-style-type: none"> • Listening self-inventory (p. 351) • Personal assessment of communication apprehension (p.358)
	Wed, Mar 7	Exercise on communication: Witch and watch	Leader Assessment due (Edward Koch)
Week 7	Mon, Mar 12	Leading teams	<p>Top Five List #5 due</p> <p>Read:</p> <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 10 • Vanessa Urch Druskat and Steven B. Wolff: "Building the emotional intelligence of groups" • J. Richard Hackman: "Why teams don't work" <p>Prepare to discuss:</p> <ul style="list-style-type: none"> • Case: Burgess Industries (p. 421) <p>Complete and score:</p> <ul style="list-style-type: none"> • Assess your team leadership skills (p. 404)
	Wed, Mar 14	Guest speaker (Joseph Flom)	Leader Assessment due (Robert Paaswell)

Week	Date of Class	Topics	Assignments
Week 8	Mon, Mar 19 / Wed, Mar 21	Power and influence The dark side of leadership	Top Five List #6 due Read: <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 12 • Scott W. Spreier, Mary H. Fontaine, and Ruth L. Malloy: "Leadership run amok: The destructive potential of overachievers" • Rosabeth Moss Kanter: "Power failure in management circuits" Prepare to discuss: <ul style="list-style-type: none"> • Case: Coach K – A matter of the heart (HBS)
		Exercise on managing conflict: Bureaucracy	
Week 9	Mon, Mar 26	Guest speaker (TBA)	Leader Assessment due (Joseph Flom)
	Wed, Mar 28	Guest speaker (Lloyd Williams)	Leader Assessment due (TBA)
Week 10	Mon, Apr 2 – Mon, Apr 9	No class (Spring Break)	
THE LEADER AS SOCIAL ARCHITECT			
Week 11	Wed, Apr 11	Creating vision and strategic direction Charismatic and transformational leadership	Top Five List #7 due Read: <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 13: pp. 509-524; pp. 535-541 • <u>Daft</u>: Ch. 4: pp. 148-157 • <u>Williams</u>: Ch. 15 & 21 Prepare to discuss: <ul style="list-style-type: none"> • Case: Charismatic leadership: The aftermath Complete and score: <ul style="list-style-type: none"> • Visionary leadership (p. 517) • Have you got charisma? (p. 150)
Week 12	Mon, Apr 16	Guest speaker (Guillermo Linares)	Mon: Top Five List #8 due
	Wed, Apr 18	Diversity	Wed: Leader Assessment due (Lloyd Williams) Read: <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 11 • Robert Hoojberg and Nancy DiTomaso: "Leadership in and of demographically diverse organizations" • Linda Tischler: "Where are the women?" • Deborah L. Jacobs: "Back from the mommy track" Prepare to discuss: <ul style="list-style-type: none"> • Case: The trouble with bangles (p. 464) Complete and score: <ul style="list-style-type: none"> • A passive bias quiz (p. 447)

Week	Date of Class	Topics	Assignments
Week 13	Mon, Apr 23	Guest speaker (Frank Sciame)	Mon: Top Five List #9 due
	Wed, Apr 25	Leading change	Wed: Leader Assessment due (Guillermo Linares) Read: <ul style="list-style-type: none"> • <u>Daft</u>: Ch. 16 • Robert L. Veninga: “The decisive role of leadership: Lessons from September 11th 2001” • Robert E. Quinn: “The fear of change and why risk is necessary” Complete and score: <ul style="list-style-type: none"> • Are you a change leader? (p. 640) • Do you have a creative personality? (p. 657)
Week 14	Mon, Apr 30	Guest speaker (Josh Weston)	Leader Assessment due (Frank Sciame)
	Wed, May 2	No class	Leader Assessment due (Josh Weston)
Week 15	Mon, May 7	Guest speaker (TBA)	Group papers due
	Wed, May 9	Group presentations	
Week 16	Mon, May 14	Group presentations	
	Wed, May 16	Concluding lecture	